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ABSTRACT

This Final Report summarizes five years of development of cooperative summer and school-year programs between the Neighborhood Youth Corps (NYC) and community colleges. NYC Goes to Community College is a combined work and study program for economically disadvantaged youth, cooperatively conducted by local sponsors of Neighborhood Youth Corps and community colleges. The target population served by the demonstration programs was composed of NYC eligible, junior or senior year in high school, youth. Including in the 1972 summer, over 10,000 NYC youth participated in the program which grew from one pilot model in 1968 to 128 separate programs in 1972. The program model includes these components: (1) the Neighborhood Youth Corps recruits and selects eligible poor youth, pays them for their participation in work and other program services, arranges for their transportation to these services, and works jointly with the community college in planning a work and study program and related counseling for enrollees; and (2) the community college admits NYC enrollees to appropriate credit classes, identifies meaningful job sites for enrollees, supervises their work, provides tutoring, counseling, recreation and cultural activities, and holds course credit earned "in escrow" or transmits it back to the high school as needed. (Author/JM)

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FINAL REPORT

NYC SUMMER IN-SCHOOL GOES TO COMMUNITY COLLEGE

A PROVEN PROGRAM FOR YOUTH

Manpower Administration

U. S. Department of Labor

Contracts No. 42-9-003-05
(11/29/68 to 3/31/70)

42-0-001-05
(4/1/70 to 1/31/73)

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NYC Goes To Community College is a combined work and study program for economically disadvantaged youth cooperatively conducted by local sponsors of Neighborhood Youth Corps and community colleges. The target population served by these programs was composed of NYC eligible, junior or senior year in high school, youth. Including the 1972 summer, over 10,000 NYC youth participated in the program which grew from one pilot model in 1968 to 128 separate programs in 1972. NYC enrollees earned wages for work on campus jobs, and earned credit in college courses. Costs were shared.

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FINAL REPORT

SUMMER
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SUMMER
NYC IN-SCHOOL GOES TO COMMUNITY COLLEGE

Preface

The Final Report summarizes five years of development of cooperative summer and school-year programs between the Neighborhood Youth Corps and community colleges. The Neighborhood Youth Corps is the largest program for economically disadvantaged youth conducted by local community agencies through contracts with the Department of Labor. In providing a program of paid work and other experience at public and other nonprofit settings, the NYC seeks to help enrollees develop good work habits and motivation to complete school.

Among collegiate institutions, community colleges are the most numerous post secondary institutions in the U.S.A., enroll the largest number of beginning college students, are the least expensive, often do not require high school graduation, and offer comprehensive multilevel programs, including those of occupational and remedial training geared to the undereducated. NYC GOES TO COMMUNITY COLLEGE is an effort to combine the resources of these two youth-serving agencies in improving the lot of economically disadvantaged youth.

Phase I.

NYC GOES TO COMMUNITY COLLEGE began in 1968 as a summer program cooperatively developed by the NYC Director for Ventura County, (Calif.) and Moorpark College. Perception of the potential value of this program for national NYC operations led the Office of Research and Development of the Manpower Administration of the U. S. Department of Labor to award a contract (42-9-003-05) to Evaluation Technology Corporation to effect a wider tryout of the program. Phase I of this project involved further development of the program model through tryouts in twelve California community colleges, and preparation of preliminary guidelines for summer NYC GOES TO COMMUNITY COLLEGE programs. Phase I was reported in NYC Goes To A Community College: Summer 1969.

Phase II.

After successful demonstrations in California, Phase II of the project involved a test of the program in five cities outside of California. Cities chosen were Chicago, Cleveland, Phoenix, St. Louis, and Tampa. This phase was accomplished during 1970. Phase II also included the development and tryout in four locations of a "year-round" model of NYC GOES TO COMMUNITY COLLEGE. Phase II was reported in Summer NYC Goes To A Community College: Report of an Experimental and Demonstration Project.

Phase III.

Phase III, under Contract No. 42-0-001-05, involved designing and piloting activities to effect widespread local utilization of the NYC Goes to Community College model. Evaluation Technology Corporation prepared comprehensive "how-to-do-it" guidelines for establishing the program model, designed "show and tell" training conferences held at Labor Department regional offices, and tested various approaches to providing field assistance to local NYC sponsors and community colleges as a means of effecting establishment of the program model.

This Report summarizes and combines the findings of Phases I, II, and III. It represents the final Guidelines for NYC Goes to Community College programs. These guidelines are for use of U. S. Department of Labor representatives, NYC directors, and other officials in sponsoring NYC agencies, college administrators, and City and State manpower planning groups concerned with designing and providing quality training programs for youth.

SUMMER
NYC IN-SCHOOL GOES TO COMMUNITY COLLEGE

Abstract

NYC GOES TO COMMUNITY COLLEGE is a combined work and study program for economically disadvantaged youth, cooperatively conducted by local sponsors of Neighborhood Youth Corps and community colleges. The target population served by the demonstration programs was composed of NYC eligible, junior or senior year in high school, youth. Including the 1972 summer, over 10,000 NYC youth participated in the program which grew from one pilot model in 1968 to 128 separate programs in 1972. Most of the programs have been implemented in conjunction with Summer NYC projects. However, success has also been achieved in extending the model to youth enrolled in the school-year NYC In-School program.

The program model includes these components: The Neighborhood Youth Corps recruits and selects eligible poor youth, pays them for their participation in work and other program services, arranges for their transportation to these services, and works jointly with the community college in planning a work and study program and related counseling for enrollees; the community college admits NYC enrollees to appropriate credit classes, identifies meaningful job sites for enrollees, supervises their work, provides tutoring, counseling, recreation and cultural activities, and holds course credit earned "in escrow" or transmits it back to the high school as needed.

The program's positive impact has been demonstrated in several ways:

ENROLLEES BENEFIT

1. Motivation Occurs

   - career planning is achieved
   - program completion — 85%-90%
   - return to high school -- 90%-95%
   - subsequently complete high school — 93%-97%
   - subsequently enter college — 50%-60%

2. Occupational and Educational Skills Increase

- community college grades average C+
- high school grades improve

NYC SPONSORS BENEFIT

- additional NYC resources are obtained (at no or low cost) to enhance program capability
- more realistic and concrete career planning is effected in counseling enrollees
- NYC goals are more effectively achieved

COMMUNITY COLLEGES BENEFIT

- college programs more effectively reach the entire community
- college programs participate in efforts to remedy social and economic problems of the nation's disadvantaged youth

MANPOWER PLANNERS BENEFIT

- separate categorical program resources can be readily linked and coordinated to improve manpower services to disadvantaged youth
- local decentralized planning can achieve cost sharing with Federal (manpower) and State (community college) funds
- NYC programs exist in most of the 1000 communities in which there are community colleges

I. FIVE YEARS OF GROWTH AND IMPACT

1968 Invention of the Model

During the spring of 1968, the Director of the Ventura County in school NYC program, Thomas R. Williams, originated and developed a variant approach to a NYC summer program by arranging to place a pilot group of summer enrollees on the campus of Moorpark College for a ten week work and study program. Enrollees were high school juniors, who were still in high school but who lacked plan or incentive for a life career. The thrust of the program was toward the building of incentive for career planning and career pursuit.

Seventy-five high school juniors started the ten week summer program of work and study. Seventy-one of them completed the entire term. Most of them earned six semester units of college credit, with a grade point average of 2.17. A follow-up of these students one year later found that sixty-seven of them had returned to high school and graduated. Two-thirds of these entered college the year after high school completion.

1969 Tryouts in California

During the summer of 1969, twelve additional California community colleges joined Moorpark in offering NYC GOES TO COMMUNITY COLLEGE programs. Each of these colleges provided courses, credit, jobs, counseling, tutoring, cultural activities, and a welcome to the campus to NYC enrollees who had been recruited from high school juniors. Enrollment criteria included: eligibility for NYC; interest in the program; some evidence of capability but low incentive. NYC sponsors paid the enrollees for 26 hours of work, study, and counseling each week, kept all payroll records, and furnished transportation to the colleges. Programs in each of the colleges were again highly successful. 470 of the 548 enrollees completed the courses. Grades earned were comparable to those of regular college undergraduate students. The enrollees returned to high school with renewed ambition to continue their education and to pursue a career

Participants

College	Sponsor
Cerritos College, Norwalk	NYC for L.A. County Schools
DeAnza College, Cupertino	NYC of Santa Clara County
E. Los Angeles College, Los Angeles	NYC in the EYO Agency
Gavilan College, Gilroy	NYC in Monterey County
Hartnell College, Salinas	NYC in Monterey County
Los Angeles City College Los Angeles	NYC in EYO Agency
Monterey Peninsula College Monterey	NYC in Monterey County
Mt. San Antonio College Walnut	NYC for L.A. County Schools

Participants

College	Sponsor
Pasadena City College Pasadena	NYC, Pasadena Youth Opportunity Center
San Jose City College San Jose	NYC of Santa Clara County
Southwestern College Chula Vista	NYC of San Diego County
West Valley College Campbell	NYC of Santa Clara County

1970 Five State Expansion

In 1970, eighteen California Community Colleges were joined in the program by five college districts in other states, including: Malcolm X College of the Chicago City Colleges; Metropolitan Campus of the Cuyahoga Community Colleges, (Cleveland, Ohio); Forest Park College of the Junior College District of St. Louis; Hillsborough Junior College in Tampa, Florida; and Glendale Community College, Maricopa Technical College, Mesa Community College, and Phoenix College, of the Maricopa County Junior College District (Arizona).

Approximately 300 NYC eligible youth were enrolled in the programs of these five districts. Including the California enrollees, over 1,200 youth were served by the 1970 Summer program.

The specific pattern of the NYC GOES TO COMMUNITY COLLEGE program in each college was determined by the college and the NYC sponsor. Each program was tailored to fit local needs, but there were a number of common characteristics.

All of the colleges involved were two-year publicly supported schools. Each one offers a comprehensive curriculum which includes conventional academic courses and career related vocational courses. Each college is accredited by a national accrediting agency. Each program involved a planned mix of college courses and on-campus work. In most colleges some courses were chosen from the regular class schedule with NYC enrollees intermixed with the other college students; occasionally sections of courses were restricted to NYC students. Courses most frequently chosen were in communications with social sciences and vocational courses following.

Enrollees in the programs were recruited by Neighborhood Youth Corps counselors. In most instances the youngsters selected for these programs were under-achievers, with grades barely above a D average in high school and with low incentive for further education. All of the enrollees had been in high school during the previous academic year.

Each of the programs involved the NYC enrollee being on a college campus for most of the working days during the summer program. The conditions of employment for all enrollees in the programs were identical. Each was paid by NYC for 26 hours weekly at a wage of $1.45 per hour. Job assignments were typical of college support staff positions. Clerical jobs involving typing, recording, filing, information giving, and telephone answering were most frequent. Other work assignments included library clerks, bookstore clerks, data processing workers, laboratory assistants, athletic equipment maintenance. In each instance supervision of the work experience was a responsibility of a regular college employee. In most instances supervision was on a one-to-one basis.

Each program involved provision of approximately ten hours weekly in academic counseling, tutoring, study skills improvement, individual motivational counseling, and group counseling. Most of the colleges made use of their reading laboratories or learning centers in indivualizing instruction in skill development. Each program included some attention to the development of an employability plan for each enrollee. In some colleges this activity involved a short course with self-assessment, occupational opportunity study, career planning, and job search components.

Arrangements were made for evaluation of the programs as a whole and of separable components in the programs by the accumulation of hard data outcomes and by the pooling of enrollee and supervisor judgments. Special forms were developed for securing subjective judgments. Course grades, attendance records, and work supervisor ratings were used as measures of performance.

1971
Year
Round
Model

By 1971 the NYC GOES TO COMMUNITY COLLEGE model attracted attention in each federal region. As spokesman for the model, Evaluation Technology Corporation developed guideline materials and made "how-to-do-it" presentations at Labor Department regional offices in Boston, New York, Philadelphia, Chicago, St. Louis, Dallas, Denver, and San Francisco. There were 67 programs implemented in 1971, most of them in California but a sprinkling in other states. Furthermore, during the 1971-72 academic year, four community colleges conducted pilot programs which extended the summer NYC into "Year-round" college attendance by In-school NYC enrollees.

The year-round NYC GOES TO COMMUNITY COLLEGE model is an arrangement whereby a high school authorizes a pupil who has been accepted in the Neighborhood Youth Corps to attend a community college for a portion of a school week in order that the pupil may enter a planned program of work or of work and study, for which the Neighborhood Youth Corps pays wages to help meet the youngster's financial needs. The college, the NYC sponsor, and the high school coordinate their resources to provide an individualized program for each enrollee.

In most instances all of the basic components of a strong in-school NYC program -- college study, meaningful work experience, tutoring, counseling and peer group involvement, NYC wages -- are included. It is an arrangement whereby NYC enrollees enjoy opportunities for advanced placement in college while still enrolled in high school that have conventionally been available only for highly superior students.

Colleges participating in the year-round (summer in-school) program were: DeAnza College and Gavilan College in California, Forest Park College in St. Louis, and Maricopa Technical College in Phoenix.

One hundred and twenty-six enrollees completed the program. These enrollees were under a double pressure for achievement. They were completing their senior year in high school and they were taking courses in college. In spite of this the performance of the group was excellent. Average college grades were near a B and high school grades actually improved. In two studies in St. Louis, 80 percent raised their high school grade point averages while in the NYC program. 15 percent raised their grade by one full grade, 54 percent by at least half a grade.

1972
National
Expansion

The summer of 1972 was one of significantly increased expansion in NYC GOES TO COMMUNITY COLLEGE programs, with 5,777 enrollees located at 128 colleges. At least six Summer NYC programs were operated by four-year colleges. In eleven of the colleges, Summer NYC activities have been extended into the school year with In-School NYC enrollees.

IMPACT OF THE NYC GOES TO COMMUNITY COLLEGE PROGRAM

Finding 1. The Program Has Grown and Is Growing.

The numbers of Summer NYC GOES TO COMMUNITY COLLEGE programs and the numbers of enrollees served has risen steadily since 1968.

Year	Programs	Enrollments
1968	1	75
1969	13	590
1970	27	1073
1971	67	2800
1972	128	5777

REGIONAL DISTRIBUTION OF 1972

SUMMER NYC GOES TO COMMUNITY COLLEGE PROGRAMS*

Region	Headquarters	Number of Programs	Number of Enrollments
I	Boston	3	60
II	New York	5	85
III	Philadelphia	4	180
IV	Atlanta	12	220
V	Chicago	16	605
VI	Dallas	10	187
VII	Kansas City	23	647
VIII	Denver	2	80
IX	San Francisco	50	3703
X	Seattle	3	90

*Estimates Based on September 1 Data

Further growth is certain during the summer of 1973. The program model is on the 1972-73 agenda of training conferences in each Labor Department region. During the months of September and October, 1972, consultants for Evaluation Technology Corporation were involved in the planning of eleven new programs.

Finding 2. The Programs Can Operate in Tuition Charging Colleges.

a. The 1968 pilot program and the 1969 tryout programs were all in California where community college education is tax supported to the extent that in-district minor students pay no tuition. Even in these programs, however, the NYC sponsor has been able to share with the college in the extra costs of special counseling and tutoring services for NYC enrollees.

b. During 1970, 1971, and 1972, sixty-four NYC GOES TO COMMUNITY COLLEGE programs have been developed in states where student tuition is a necessary part of total college income. These programs operated in each federal region. In a few instances, the colleges have been able to supply the program to the NYC sponsor at no cost for instruction.

In one situation the enrollees themselves paid the tuition, and in two situations outside agencies paid the tuition. In most programs, however, the NYC sponsor paid both the tuition and the cost of books for enrollees. Since no additional federal funds are provided for these programs, this reflects the capability of sponsors to effect economies in program administration costs and careful control of the budget to accumulate funds for partial support of a quality program.

Finding 3. Once Started, NYC GOES TO COMMUNITY COLLEGE Programs Persist.

a. Of 66 sponsors and colleges which started programs in 1969, 1970, and 1971, only 7 have failed to continue each succeeding summer. Two of these discontinued the program for one summer and resumed it the following summer.

b. The causes of NYC GOES TO COMMUNITY COLLEGE program discontinuances are traceable directly to management failures, not shortcomings of the program in meeting needs of enrollees.

Finding 4. NYC GOES TO COMMUNITY COLLEGE Enrollees Complete the Program, Return to, and Complete High School, and Enter College.

a. Follow-up studies of the California programs in 1968 and 1969 showed the following holding power:

Outcomes of the Summer NYC GOES TO COMMUNITY COLLEGE PROGRAM:

Year	No. of Colleges	Entering Program No.	Completing Program No.	Completing Program %	Returning to High School No.	Returning to High School %	Completing High School No.	Completing High School %
1968	1	75	71	95	69	97	67	97
1969	13	590	513	87	507	95	472	93

b. A follow-up study of St. Louis enrollees in 1970 and 1971 summer programs showed high holding power in keeping enrollees in high school until graduation and then motivating them to enter college. Tables I and II tell the story.

Table I

ST. LOUIS SUMMER NYC GOES TO FOREST PARK COLLEGE

School Survival of Enrollees: A Follow-up Report On
1970 and 1971 Summer Enrollees

Year	No. of Enrollees in Summer Program(1)	No. Returning to High School and Graduating at end of Senior Year	No. of Drop-outs
1970	25	22	3(2)
1971	100	96	2(3)

(1) Enrollees were economically disadvantaged high school juniors with C-D grade averages, (a high dropout prone group).
(2) One dropout entered college with a scholarship.
(3) One dropout is still making up credits to graduate later.

Table II

ST. LOUIS SUMMER NYC GOES TO FOREST PARK COLLEGE

College Admissions from the Summer NYC Programs
for 1970 and 1971

Year	No. of Enrollees in the Program	No. entering Forest Park after high school	No. entering other colleges after high school
1970	25	4	11(1)
1971	100	32	43(1)

(1) All of these were admitted to four year colleges with scholarships obtained as a result of the NYC GOES TO COMMUNITY COLLEGE financial aids advisement program.

1972 Activities of NYC Enrollees in 1970 and 1971 NYC GOES TO COMMUNITY COLLEGE Programs

(N=302)	Number	Percent
Graduated from high school	275	91
Did not graduate	27	9
Graduated from high school and enrolled in College attending as NYC enrollee	254	51
Graduated from high school and attending other college	22	7
Graduated from high school and now working	50	16
Did not graduate from high school and now working	5	2
Married and now a housewife	12	4
Unemployed	44	14
Other	15	6
Total 1970-71 Enrollees		100%

d. Numerous individual reports from colleges and NYC sponsors reflect the same conclusion, "The NYC GOES TO COMMUNITY COLLEGE program improves incentive for education."

Finding 5. NYC Enrollees Can Succeed in Community College Courses.

a. NYC enrollees enter a wide variety of community college courses; they are not restricted to remedial or special courses for non-matriculants. An analysis of courses taken by 517 enrollees in 1971 and 1972 summer programs shows the extensity of choices.

Courses Entered by 517 NYC Goes To Community College Enrollees (1971 and 1972)

Number of Enrollees	Course
216	English.
77	Intro. to Sociology
104	Mathematics
123	American History
95	Vocational Courses (e.g., automotive, office skills)
61	Biology
45	Oral Communications
55	Psychology
13	Civics
10	Intro. to Human Services
9	Human Relations
8	Black Studies
12	Data Processing
21	Social Issues
20	Political Science
18	Art
17	Chicano Studies
11	Reading
7	Speech

b. A study of the grades earned by NYC enrollees in California colleges during 1969 and in five other states during 1970 showed a distribution quite typical of college students in general

Grade	California 1969	Five States 1970
A	5%	11%
B	12	30
C	34	23
D	18	7
F	6	4
Passing	12	8
W	12	17
% earning C or better	51	64

c. Grade reports from 1971 and 1972 programs in individual colleges reflect the diversity of college grades, but in general show that NYC enrollees are able to pass community college courses.

	An Iowa College	A Los Angeles College	A Nebraska College
(N)	29	45	50
A	3%	4%	62%
B	14%	28%	21%
C	34%	48%	9%
D	21%	10%	2%
F	28%		
W		14%	6%

d. Faculty reports agree that NYC enrollees — even though still in high school — can do community college work.

Finding 6. NYC Enrollees Can Perform Jobs at College Work Sites.

a. Three studies reveal the spread of jobs assigned by the colleges to NYC enrollees.

Job Assignments of NYC Enrollees

Position	California 1969	Five State 1970	National Sample 1972
Clerks for Instructional Departments	122	45	25%
Clerical Assistants in College Offices	57	20	26%
Library Assistants	38	14	9%
College Bookstore Assistants	34	12	
Maintenance Department Assistants/ Clerks	32	8	
Physical Education Department Assistants	24	4	
Custodial Department Assistants	23	6	
Cafeteria Assistants	22	2	1%
College Warehouse Assistants	19	6	
Landscaping Department Aides	16	2	
College Duplicating Department	12	8	
College Steno Pool	12	7	
Audio-Visual Department	12	6	13%
Others: (Switchboard, Keypunch Operators, Art Gallery Guards; Study Skills Center; Circulation Clerk; Theater Shop)	47	18	10%
Community Research Assistants		25	6%
Human Services Aides		69	10%

b. During 1970 in the California community colleges and the colleges in five other states, a special form was used to secure work supervisors' evaluations of enrollee performance.

Work Supervisors Ratings of Job Competence of NYC Enrollees:

	Excellent	Satisfactory	Poor
Quality of work at start of program	17%	58%	25%
Quality of work at end of program	75%	25%	—

The ratings reflect that most NYC enrollees perform in a satisfactory fashion at the start of the summer program, that they improve during the program to the extent that all are excellent or satisfactory workers.

Finding 7. NYC Enrollees Consider the Program to be Beneficial For Them.

a. What are the best features of a program like this: Check your opinion:

	Percent
Credit for college courses	84
Contacts with other NYC enrollees	80
Help from NYC counselors	68
Wages received	64
New learning in college courses	62
Contacts with college students	61
Feeling of accomplishment in doing a job	54
Organized "rap" sessions	46
Just being on a college campus	46
Learning to do a job	44
Help from teachers	39
Helpfulness of work supervisor	38
Individual study at the college	33
Career counseling	30
Personal counseling	24
College reading program	19
Academic counseling	18
Tutoring by college tutors	17
Completing required high school courses	16
High school counseling	14

b. Most liked features of the program were:

	Listed by Percent
Opportunity to find out what college is like	72
Learned how to study	61
College credit	52
Meeting new people	38
Pay	32
The teachers	26
Helped find future goal	22
Learned more about myself	16

c. Most disliked features of the program were:

	Listed by Percent
Classes too long, and too much lecturing	17
Not enough choices of classes	17
Late pay	15
Segregated from regular college students	13
Students admitted with limited interest in the program	13
Transportation too expensive	7
No complaints at all	62

d. Some individual enrollee comments:

"I feel very good about making the grades that I did. I had a great feeling of pride and a sense of accomplishment."

"This experience has made college more realistic than ever. Now I want to go to college more than ever - it seemed like before that maybe it was going to be just a wild dream, but now I think in more realistic terms about college."

"It has helped me stay off the streets, earn money, get acquainted with new people, meet and understand college students as well as teachers, and get credits to be ready for college."

"I would make sure the kids on the program really appreciated the chance they were getting. Some kids should be dropped."

"The instructors spent a lot of time lecturing instead of letting the students have class discussion, and at times this became tiresome and nerve-racking."

"This experience has let me in the secret that you aren't really dumb, in fact you are as bright as your neighbor if you study."

Finding 8. College Program Directors and College Counselors Consider the Program to be of Value to the College as Well as to the Enrollees.

a. College administrators and counselors involved in the 1969 and 1970 NYC GOES TO COMMUNITY COLLEGE program were asked to respond the the question, "Should this program be continued?" The response was 100% favorable to its continuance. In addition, these experienced workers responded to a check list evaluation of various components as to their contribution to the objectives of the program. Results are shown in the following table:

Supervisor Evaluations of Components of the NYC GOES TO COMMUNITY COLLEGE Program

	Very Helpful	Some Help	No Help
The wages received	83%	13%	4%
The work experience	55	28	
The college credits earned	67	33	
The college courses	72	28	
The tutoring and/or other academic support	33	59	8
The occupational study and career planning	50	42	8
The personal counseling	54	42	4
Being on a college campus	87	13	
Contacts with the program leaders	42	46	12
Contacts with fellow enrollees	63	37	
Contacts with other college students	59	33	8

b. Eighteen administrators and counselors in the 1972 NYC GOES TO COMMUNITY COLLEGE programs evaluated the program, as follows:

STAFF EVALUATION OF THE PROGRAM AS A WHOLE

Responses of 18 college officers involved in 1972 NYC GOES TO COMMUNITY COLLEGE programs.

1. Did the program lead to enrollee growth? In what directions?

   Yes, 17. No, 1. Increased self-confidence. Helped them to accept responsibility. Some increases in knowledge and some increased skill in study. Helped change attitudes and goals.

2. Did the program help your organization (college, high school, NYC) improve its service? How?

   Yes, 18. No, 1. Helped reach students in disadvantaged community who are usually missed. Helped college determine facilities and services needed to meet needs of poor people.

3. Did the program improve communication between the public institutions involved and the economically disadvantaged community?

   Yes, 12. No, 2. Unsure, 3. Helped college find educational needs of disadvantaged community. Helped disadvantaged people discover services of the college. Reduced unexamined suspicions.

4. What were the best features of this program?

   Gave high school students an exposure to college. College credit will become an incentive for continuing education. Pay for work and study increased value for each. Provided opportunity for earned self-advancement.

5. What were the weaknesses, or problems?

   Schedule too full and inflexible.
   Some jobs were of "make-work" type.
   Some enrollees had little interest.

6. If you think the program should be tried again, how would you change it?

   Screen out enrollees who are not at all interested.
   Expand program to more enrollees and more courses.
   Improve selection of jobs.
   Improve transportation.
   Improve communication between NYC, college administration, and college teachers.

Finding 9. NYC Directors and Counselors Consider the College Component to be a Quality Addition to their Programs.

a. NYC program directors involved in the 1969 and 1970 NYC GOES TO COMMUNITY COLLEGE programs were unanimously in favor of continuing the programs.

b. Judgments of NYC directors and counselors in 1971 and 1972 NYC GOES TO COMMUNITY COLLEGE are reflected in the following specific quotations:

A counselor. — "A trend has begun towards a more positive self-image, not only individually but collectively as well. Many have re-shifted their priorities and goals towards more realistic values, concepts, and ideals."

A counselor — "Trainees now have more self-confidence; they have a belief that they can make it — even get a college education. They now look more into the future, plan for it and make something out of their lives."

Finding 10. Many NYC GOES TO COMMUNITY COLLEGE programs did not appear to be as good as they could have been. Frequently observed shortcomings included:

- Inadequate use of all available college resources, due to incomplete planning or administrative timidity.
- Unenthusiastic teaching, with too much teacher talk, too little student response.
- Unresolved anxieties about who is in charge.
- No machinery for immediate feedback and correction of mistakes.
- The NYC summer slots were too few to support a quality program for a sufficient number of enrollees to establish an economical class unit.
- The college had a limited vocational program.
- College finances were so crippled that no innovative programs could be undertaken.
- College relations with high schools were so strained that the college could not operate a program for non-high school graduates.
- NYC personnel and college personnel were not yet in effective communication.

Finding 11. NYC GOES TO COMMUNITY COLLEGE programs are most likely to succeed in communities wherein:

- The college is in or near a high poverty area.
- The college is committed to serving the educational needs of the entire community.
- The college has facilities and available space for a variety of occupational programs.
- The college catalogue and schedules of classes list entry and advanced level courses in a wide variety of fields.
- The college has had successful experience with manpower programs.
- The NYC program is large enough to support a quality component in its program.
- The NYC director is actively interested in trying out new programs.
- NYC personnel and college personnel are capable of open communication.

II. WHY LINK NYC WITH COMMUNITY COLLEGE?

A RATIONALE.

NYC GOES TO COMMUNITY COLLEGE programs require close cooperation between two quite different agencies. One is a usually little known outpost of the federal government's war on poverty, wholly supported by federal funds, rather recently come to town, frequently with nebulous channels of control, and in the public mind enmeshed in a network of political-social fringe associations. The other is a usually undifferentiated part of an educational bureaucracy, unglamorous but safe and secure in the minds of a majority of local citizenry; but assumed to be distant, rigid, and vaguely threatening in the minds of the clients of federal poverty programs. To work together in close cooperation these two agencies must know each other better.

The Neighborhood Youth Corps: A Primer for College Administrators:

The Neighborhood Youth Corps originated as an outgrowth of Part B, Title I, of the 1964 Economic Opportunity Act. Section 111 of this Act declared that "the purpose of this part is to provide useful work experience opportunities for unemployed young men and women... so that their employability may be increased or their education resumed or continued." Section 113 (paragraph 6) provides that "to the maximum extent feasible, the program will be coordinated with vocational training and educational services adapted to the special needs of enrollees..."

The Act provided for implementation of its purposes by paying wages to enrollees in return for "meaningful work," and by providing partial costs to sponsoring agencies for the development of jobs, training programs, and supportive services.

The Neighborhood Youth Corps is administered by the U. S. Department of Labor, which funds government or private community action agencies in cities and counties to operate three programs:

This program has three major goals and three major components:

1. In-School NYC is designed to help 9th-12th grade high school youth from low income families to stay in school. By providing part-time work coupled with counseling and, when necessary, related remedial education and vocational training, the program makes it possible to increase the holding power of the schools. Typically the work for these enrollees consists of 8 - 10 hours weekly employment in the offices, shops, classrooms of the school they attend. Compensation is at federal minimum wages. These youth may stay in the program until graduation from high school.

2. Summer NYC is designed to assist economically disadvantaged youth during their summer school vacation period, by encouraging them to maintain or resume their education, providing them with financial assistance, and enhancing their employment potential. Remedial education, counseling, and training are provided in addition to work experience as required. Typically Summer NYC work experience programs are conducted by NYC sponsors on selected work sites, most of which are non-profit organizations. Employment is for a fixed number of hours during the summer at a fixed wage (for 1973, 234 hours @ $1.60).

   Extensive research and evaluative studies of the success of NYC programs have been conducted by and for the Department of Labor.* A few of the findings and conclusions from these research studies are relevant to the purposes of this report.

   1. Researchers "have been unanimous in the conclusion that the NYC has been of real benefit to large numbers of underprivileged youth."

   2. NYC wages to enrollees have "at least" kept many youth in school during especially difficult times of transition.

   3. Continuation of schooling under NYC has generally not provided the remedial education, or tutoring, or counseling the enrollees needed to avoid further academic failure.

   4. NYC programs have not equipped enrollees for career leading jobs.

   5. NYC summer programs have not generally provided an educational component.

   6. NYC enrollees have such great diversity in skills, abilities, interests, and ambitions, that effective programs must provide for much individualization of instruction and counseling.

3. Out-of-School NYC is designed to meet the objectives of increased employability for unemployed, low-income 16-18 year olds who are not in school, by providing the work-experience, counseling, remedial education and skills training that will result in either their return to school or permanent employment.

   Out-of-school youth are employed for 30 - 40 hours per week. Enrollees may be in a program of work and study, or may be in a full-time study program.

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*Information for this section is from the March, 1970 Manpower Report of the President (p.70) and from The Neighborhood Youth Corps: A Review of Research, Manpower Research Monograph No. 1 (1970). U. S. Department of Labor.

The Community College: A Primer for NYC Directors.

Community colleges (also known as junior colleges, city colleges, technical institutes) represent an American invention for providing education and training beyond the high school level.

In fall-1971, more students enrolled as freshmen in the junior and community colleges of the United States than in the nation's four-year institutions. In fact, enrollment in two-year colleges has grown from 600,000 students in 1960 to more than 2.5 million in just ten years. Today there are some 1,100 two-year colleges. Projected for the next two years, this kind of growth indicates that by 1973 there will be some 1,200 two-year colleges serving 3 million students.

Kinds of Two-Year Colleges (1)

A major difference in two-year colleges is in the way they are financed. Privately supported two-year colleges, usually called junior colleges, receive money from tuition (averaging about $2,000 per year), alumni gifts, corporate and foundation aid, and some government support. Some of these junior colleges are church-supported or related. They are mostly coeducational, their enrollments average about 500 students, and they have residential facilities. These colleges emphasize liberal arts, university-parallel programs; but many are branching out to include career education. International study programs and other cultural activities are also available.

Publicly supported two-year colleges (community colleges, city colleges, technical institutes) are funded by taxes from the community which they serve, and by their states. The federal government is sharing increasingly in financial support. More than 90 percent of all students in two-year colleges attend publicly supported institutions. The schools usually keep tuition and fees to a minimum and have open admission policies that will accommodate any high school graduate who wants to enroll, and even many young people and adults who have not completed secondary education. The question is not so much what the student has in the way of test scores or pre-college records, but whether he can benefit from community college experience. Enrollments range from 500 to 30,000 students per college.

The Role of Two-Year Colleges(1)

Two-year colleges are of particular help to those who could not enter universities. Many have open admission policies that allow any local resident to enroll. This helps ensure equal opportunity for all community residents. But the opportunity doesn't stop there.

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(1) Adapted from An Education A Little Out of the Ordinary. American Association of Junior Colleges. One Dupont Circle N.W., Washington D.C., 20036. The Association publishes an annual Junior College Directory giving information about enrollments, curricula, size of staff, accreditation, and student fees for all community colleges in the U.S.A. ($3.00).

Two-year colleges offer upgrading work to bring the student with a below-average scholastic background up to college level. Extensive counseling programs are available. In addition, a range of one-year certificate programs are available for specific entry job training areas.

Open admission is one of the most exciting innovations in higher education in recent years. Because of this policy, community college students are more respresentative of the general population of the United States than are students in any other major segment of higher education. The above-average as well as average and below-average students, in terms of scholastic records, make up the diverse population of the community college. They come from all economic strata, though families of students fall most frequently into average and below-average income brackets.

Community college administrators and teachers are concerned about the quality of learning; they emphasize good teaching, and they are constantly expanding and experimenting in curriculum and instructional development. The community college may be different, in some important ways, from other colleges and universities, but it is not different in its commitment to creating the best possible conditions for learning.

An Example of the Services of a Community College.(2)

The Community College of Denver is a comprehensive state community college established within the five-county area of Adams, Arapahoe, Boulder, Denver and Jefferson counties to help meet the educational needs of youth and adults. More interested in what the student is ready to do than in what he has done, the college is open to all irrespective of educational background and academic attainments. The program of offerings includes:

1. Occupational courses and programs lasting several weeks to two years in duration, the satisfactory completion of which may lead to job entry in an occupation of the student's choice or advancement in a current job.

2. Pre-professional and liberal arts courses which, upon completion of the first and second years, will enable a student to transfer to a four-year college or university and earn a baccalaureate degree.

3. Other educational opportunities for youth and adults, both credit and non-credit, including developmental programs, cultural opportunities and community services.

4. An emphasis on meeting the individualized needs of the learners including the provision of specialized learning laboratories and a student-oriented learning materials center.

5. A comprehensive guidance program staffed by counselors who are genuinely concerned with the education, vocational and personal welfare of students.

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(2) From the 1971-72 General Catalogue of the Community Colleges of Denver.

RATIONALE FOR LINKING NYC PROGRAMS WITH COMMUNITY COLLEGES

Pages 24 and 25 present an analysis showing how the purposes and services of community colleges can re-enforce the purposes and services of the Neighborhood Youth Corps.

Rationale

Objectives **Neighborhood Youth Corps Objectives (in order of complexity)**	**Strategies** **NYC Strategies for Meeting Objectives**
To Provide Useful Work Experience	Find employers with jobs not now being done, willing to accept NYC enrollees, and able to provide adequate job supervision. Effect firm agreement with the employer, recruit NYC enrollees, establish eligibility, motivate work acceptance, and effect satisfactory and satisfying placement. Maintain counseling relationships during employment. Maintain advisory relationships with employers.
To Provide Economic Support	Pay enrollees for their work. When necessary pay extra costs for getting workers ready for work and transport them to the job.
To Increase Employability	Combine work experience with on-the-job training. Secure education and training for enrollees when feasible. Encourage employers to effect job requirements and standards that will develop competency and pride. Increase knowledge of the work world and of job finding.
To Extend Education	Require continuance in school as a condition for NYC in-school participation. Counsel enrollees to increase education. Pay for supportive services (including tutoring).
To Motivate Economic Independence	Place enrollee in work situations that reward acceptance of responsibility and give models of successful, independent citizens. Counsel enrollees on career planning.
To Increase Productivity	Give priority to needed and meaningful jobs. Motivate pride in skill and accomplishment. Require satisfactory performance as a condition of continuing in NYC. Counsel enrollees toward enlightened self interest.

This rationale was developed by the Evaluation Technology Corporation on the basis of tested experience in twelve Neighborhood Youth Corps-in-College programs. The conclusions represent the combined judgments of NYC directors, college officers, college counselors, and NYC enrollees.

- - - - - - More Than Just Wages

Problems **Frequent Problems in Typical NYC Programs that Interfere with Accomplishment of Objectives**	**Advantages** **Potential Advantages of Linking NYC Services with Community College Resources**
Most in-school NYC work sites are in elementary and secondary schools. Available jobs are necessary and meaningful, but are limited in variety, routine in character, and offer little challenge. The job site does not challenge NYC enrollees to new goals. Personnel encountered on the job are of limited challenge. Regulations tend to be pervasive and controlling. Immediate job supervision can be adequate, but supportive counseling is not readily available.	Colleges can provide a greater variety of jobs, with more career outlets. The "campus" is a physically stimulating environment that re-enforces the setting of new goals. NYC enrollees encounter challenging models among college workers, college professors, college students. College regulations are usually freer, develop greater feelings of freedom, encourage individual decision and mature behavior. College job supervision is individualized and a variety of specialized support services is usually available.
Low incentive jobs lead to dependence upon public wages as the only reliable goal.	The opportunity to earn credit for college courses is an added incentive. Colleges have a variety of financial aids for special purposes.
Immediate job training is available, but related education is difficult to provide. Work schedules tend to be rigid. Job competency can be developed, but pride is difficult.	Community college curricula combine education and training. Facilities and courses reflect the work pattern of the community. Most students work part-time. Occupational orientation courses and college placement procedures emphasize job search. The NYC-in-College pattern involves a planned mixture of work and education.
Positive incentives to continue in school tend to be exhortatory rather than motivating. Crisis-intervention and support services are not usually available.	In physical environment, in image, in activities, in adult and peer group encounters, the college campus motivates toward continuing in school. Specialized support services, counseling and tutoring, strengthen capability for both study and work. Community colleges offer low cost continuing education, available to the NYC enrollee after he enters full employment.
The need, dignity, and worth of work can all be present, but the familiar environment, limited job pattern, and regulated environment do not raise sights or excite personal ambitions.	Greater freedoms, greater demands, greater visibility of the work world, more prestigious models, and close relating of work and study motivate goal setting and career planning.
Jobs involving mostly daily repetition of tasks are difficult to make motivating for youth. In-school jobs are usually tied in to a slow moving time-wage scale with little or no reward for individual excellence.	College pay schedules tend to be rigid, but rewards in new activity, personal recognition, new knowledge, new self-concept, new contacts, tend to encourage substitution of accomplishment for "wages only" as a personal goal.

III. PROGRAM COMPONENTS AND PROCEDURES FOR SUMMER NYC

The most essential component in a cooperative work and study program conducted by a NYC sponsor and a college is agreement between the two agencies to work together to provide an enriching experience for each enrollee. There is no standard program. Each college and sponsor must develop a pattern of class study, individual study, work experience, counseling, tutoring and other supportive service that fits resources and appears to increase enrollee growth. As aids in developing local plans this Report reviews a number of patterns that have been in operation.

The "model" program that was put together as a composite of experiences with the early California program included:

Time Pattern:	- 26 to 30 hours per week on campus for 8 to 10 weeks - 10 hours in class - 12 - 15 hours work - 4 - 5 hours counseling and tutoring.
Courses:	- One "required" academic or basic education course with a special section for NYC enrollees. - One "elective" vocational course related to each enrollee's career plans.
Jobs:	Individual placements in college offices, library, laboratories, shops, services.
Support Services:	Individual tutoring, educational counseling, personal counseling, help with practical problems.

The following tables of Model Programs outline a variety of program patterns that have been developed.

MODEL PROGRAMS:

College	Number of Enrollees	Time Distribution in Typical Week (hours) Class	Work	Support Services	Character of Program
Cerritos (California)	40	15	15	5	All enrollees together in orientation. Second class chosen from SS schedule. Work as aides in college offices. Enrichment trip or program each Friday morning.
Kansas City (Kansas)	34	12	6	8	NYC enrollees in special sections of basic math and general psychology. Work all day Friday. NYC-2 enrollees combined with in-school group.
Monterey Peninsula (California)	50	25	0	10	NYC enrollees in regular classes with other students, but given much tutoring and counseling. No work assignment. Emphasis on strengthening reading and writing abilities.
East Los Angeles (California)	70	10	20	5	All enrollees in Health 10. Second class elective. Work assignments all over campus, but 20 in Study Skills Laboratory as tutors. Tightly planned work and study program
University of Nebraska (Omaha)	56	15	10	1	Nine weeks session. Emphasis on communication. Most students in English, speech, and reading. Part of a University Program.
Imperial Valley College (California)	120	10	15	15	NYC enrollees share the campus with other students, but are in separate class sections of regular vocational (business and technical) and career planning courses. Vocational department of college turned over to NYC program.
St. Clair Co. Community College (Michigan)	50	10	15		Ten weeks program. All enrollees grouped in applied psychology and reading. Half of group had a.m. work, p.m. classes; the other half - a.m. classes, p.m. jobs.

SUMMER NYC GOES TO COMMUNITY COLLEGE

College	Number of Enrollees	Time Distribution in Typical Week (hours)			Character of Program
		Class	Work	Support Services	
Santa Barbara (California)	70	20	15	5	Courses taken included Chicano history, Afro-American culture, Mexican literature, Basic Mathematics, basic reading and writing.
Antelope Valley (California)	11	2	22	4	Emphasis was on educational and vocational planning via a special course and field trips.
Macomb County Community College (Michigan)	33	16	20		All courses were conducted by individual study in a programmed learning center.
Compton College (California)	107	10	10	20	No special classes for NYC enrollees. All were enrolled with other summer session students in regular classes. Field trips included a baseball game at Dodger Stadium and a football game at L.A. Coliseum.
Southwestern College (California)	49	13	14	8	NYC enrollees had one separate class, and were enrolled with other students in one additional class. Courses included remedial English, Introduction to Business, American history, and health education. Services included 5 hours weekly of supervised recreation, field trips, and guest speakers.
Orange Coast College (California)	140	20	20		NYC enrollees were in special classes, including communication skills, home economics, film production, and theater arts.
Pasadena City College (California)	68	18	0	7	No work required. NYC enrollees were given a special 3 weeks orientation before summer session and were then allowed to enter courses of their choosing. Courses included English 1, psychology 1a, sociology 1, health education, reading, Afro--American history, and Chicano anthropology.

College	Number of Enrollees	Time Distribution in Typical Week (hours)			Character of Program
		Class	Work	Support Services	
San Bernardino Valley College (California)	first 5 weeks 67	20	0	10	All enrollees in special environmental science course (5 weeks) followed by work assignments (5 weeks) relating to improvement of environment. Some special funding from Environmental Education Act.
	second 5 weeks	0	20	10	
Atlantic Community College (New Jersey)	21	10	15	10	NYC enrollees blended with other students in regular classes. Special cultural enrichment program.
Kansas City (Missouri)	29	10	15	2	Eight weeks program. Students widely spread in regular courses. (Success of this program led to year-round college program for NYC-2.)
Northwest Iowa Vocational School (Sheldon, Iowa)	20	20 to 30	0	4	All enrollees in regular vocational (Industrial, construction, agriculture, business) curricula of the college. Full time education and training, no work component.
DeAnza College (California)	75	10	15	5	Each student took two courses, acceptable for college or high school credit. Strong academic support program. Student court developed to increase responsible involvement in control.
Clark County Community College (Las Vegas)	30	10	10	10	Most enrollees were in Speech and Introduction to Business. A cultural enrichment program was stressed.
Joliet Junior College (Illinois)	30	12	6	12	All enrollees were in English 101 and reading improvement. Each chose a second class. Classes met for four days. On Fridays NYC enrollees were employed by the college to make an educational needs survey of the community.
Northwest Missouri State College	9	10	17	2	All enrollees were in English expression and composition. Jobs were on campus. Enrollees were issued I.D. cards and all facilities of a four year college were made available to them.

The preceding Tables of Model Programs give abundant illustrations of the variety of practices in program size and program components. Further analysis of practices reveals similarities and differences in Time Schedules, Recruitment, Enrollee Control Practices, Course Selection, Job Assignments, Supportive Services, Program Evaluation, and Sponsor-College Arrangements.

Time Schedules: (For Term, Week, Day).

Most Frequent Practices:

- NYC GOES TO COMMUNITY COLLEGE programs are planned to provide enrollees with maximum allowed employment and compensation, as determined by U.S.D.O.L. regulation. (For 1973, 234 hours @ $1.60.) No work week may exceed 40 hours. Within these constraints sponsors may plan any combination of hours, days, and weeks that meets local needs.
- Time on campus usually corresponds to the calendar of the summer session.
- When credit classes are involved the time scheduled for classes usually conforms with conventional college standards. (1 semester credit per week; 12-15 clock hours for each credit of lecture-recitation type class, 30-45 clock hours for credit of laboratory type.)
- The ratio of study time is usually approximately equal, with enrollee need, costs, available courses, and available jobs being the determining factors. (Regional U.S.D.O.L. approval may be needed for compensating more than the equivalent of 10 hours per week of non-work activity.)

Some Local Variations:

- One program provided 3 weeks of NYC enrollee orientation to college study before the start of the summer session.
- One program "saved" one week of NYC employment time for in-school enrollees to work at their high schools prior to the fall term.
- Several programs scheduled a full day or part of a day (usually Friday) for a planned cultural and recreational activity.
- One program divided its total group into two halves, then provided 4 weeks of full time study and 4 weeks of full time work. One half had study first followed by work. The other half reversed this order. By assigning one enrollee from each half to each job the position was filled for 8 weeks.

- One program conducted its entire study component by individually programmed learning in a college learning center. No group classes were involved. Each enrollee's work and study schedule was individually determined.

Recruitment:

Most Frequent Practices:

- In all programs the determination of legal eligibility for NYC enrollment was a responsibility of the sponsor.
- In most programs the determination of educational, residential, and interest area criteria for inclusion in the program was jointly agreed upon by the sponsor and the college.
- In most programs top priority was given to underachieving high school juniors (summer between junior and senior year) with limited visible opportunity for career advancement.
- In most programs all recruitment procedures including announcement, search for applicants, screening, enrollment, and orientation were handled by the sponsor.
- In most programs the search for applicants was conducted by sending and posting written announcements to high schools, youth service agencies, and employment service offices.

Some Local Variations:

- Most programs included the allowable number of 18 year old non-high school graduates. (10% of summer NYC slots.)
- Some programs secured authorization to include high school graduates.
- Some programs included 9th and 10th grade students.
- Several of the colleges participated actively in the search for applicants.
- Several programs made use of newspaper ads and radio briefs in searching for applicants.

Enrollee Control Arrangements:

Most Frequent Practices:

- Most of the programs planned for such a balance of freedom and supervision as would encourage growth in self-control by participation in the relative freedom of a college community.

- Most programs kept close check on attendance and made prompt follow-up of absenteeism.

- In most programs attendance checking was a responsibility of the college, termination for non-attendance was a responsibility of the sponsor.

- Most programs found that efficient handling of payroll, involving clear communication, and prompt payment was a major factor in enrollee morale.

- Most programs sought to develop an in-group identity among NYC enrollees as well as a consciousness of college community membership.

- Most programs found that job supervisors were especially important people in developing enrollee morale.

Some Local Variations:

- Several programs provided special on-campus activities (assemblies, facility visits, recreational activities) designed to help enrollees get acquainted with each other as well as with the campus.

- Some colleges provided small group study facilities located near the NYC headquarters area.

- Several colleges developed a special newsletter publication for NYC enrollees.

- One college involved NYC enrollees in a student court as one means of developing responsibility.

- Several colleges capped the summer NYC program with a "graduation" program designed to increase enrollee self-esteem and re-enforce motivations for planning.

Courses Taken by Enrollees:

Most Frequent Practices:

- Most NYC enrollees took two courses.

- Most programs found that adequate courses for NYC enrollees were provided by courses in the college catalogue, and frequently already in the summer session schedule.

- Most programs allowed some enrollee choice of course.

- A common practice was for the NYC program to consist of one class in which all enrollees were entered and one additional class chosen by each enrollee.
- Classes chosen by enrollees ranged from basic education to standard college courses in foreign languages, mathematics, and science.
- Most frequently chosen courses (in descending order) were: English, psychology, sociology, typewriting, reading, mathematics, speech, health education, history.
- Grades earned by NYC enrollees ranged from A to F, with an average of C+.
- Credit earned was held in escrow for later college use or was transferred to the enrollee's high school.
- Under a variety of departments and course names many colleges offered a course in occupational orientation.

Some Local Variations:

- Several colleges developed special instructional materials for NYC classes. One published textbook was an outgrowth of a class in English composition.*
- Several colleges limited enrollees to one course, and increased time in work experience.
- Several colleges concentrated the program on college study and required no work experience.
- Several colleges worked with local high schools to identify specific high school credit equivalencies for college courses.
- One college offered an all vocational course program, utilizing the entire vocational training facility of the college.
- During 1971 and 1972 many colleges offered courses giving special attention to racial and ethnic accomplishments.
- One college English teacher and cooperating librarian effected a strong stimulus toward increased reading by permitting enrollees to take paperback books from the library with no record kept and with the only condition that the borrowed book--or another one—be sometime returned.

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*Dick Friedrich, David Kuester, It's Mine and I'll Write It That Way, Random House, New York, 1972.

Job Assignments of Enrollees:

Most Frequent Practices:

- Job assignments of NYC enrollees usually involved working with a college teacher, a college administrator or other college personnel supervising a variety of college facilities. The NYC enrollee was brought into a one-to-one relationship with a person in the mainstream of college activity. This model setting relationship was found to be more important for influencing self and career attitudes than the particular work site, work materials, or work activities. The jobs were of the kinds found in a college.
- Most programs found an adequate number of work stations on campus, but a number found it necessary to use off-campus work stations in addition.
- All of the programs provided for supervision by a college employee, with job instructions and performance evaluation being a part of the responsibility.
- In all programs effort was made to give enrollees a choice of job, and to provide for change of job when necessary.

Some Local Variations:

- Several programs used NYC enrollees as tutors, working with other enrollees, or with younger pupils in special tutoring projects that the college was conducting.
- Several programs staffed work stations full time by assigning two enrollees and scheduling class time around work time.
- One program was all work except for a 2 credit occupational orientation program involving study, visiting speakers, and field trips.
- One program conducted its campus work experience component on a full time basis after summer session classes ended.
- One program used NYC enrollees to make a community survey.

Supportive Services:

Most Frequent Practices:

- Most programs provided special orientation to college services, special counseling on course selection, on career choice, and on choice of work experience.

- Most colleges found that NYC enrollees could not get along on the traditional swim or sink program; they needed some help with their classes, their jobs, and their problems.

- Most colleges found that NYC enrollees were not problem personalities, their needs were more for practical help with practical problems of money, health, transportation, dependents, and time use.

- Most colleges provided services to help enrollees pass their courses. Nearly all had small group tutoring. Some provided one-to-one tutoring. Most had learning laboratories that were open to enrollees for help in reading, listening, outlining basic mathematics, and time scheduling.

- Most programs found that paraprofessional aides (mostly slightly older students on Work-Study programs) were of great value as tutors and counselors for NYC enrollees.

- In most programs NYC counselors cooperated with college counselors in maintaining attendance and in resolving personal problems.

- Most colleges opened their entire campus to provide an educative environment for their NYC enrollees.

Some Local Variations:

- In several programs NYC counselors were officed on the college campus and performed a central role in daily operation of the program.

- A few programs directed special attention to the needs of racial and ethnic groups.

- One college provided free lunches for NYC enrollees.

- Several colleges provide medical and dental services.

- Several colleges developed plans for involving NYC enrollees on the program control team.

Program Evaluation:

Most Frequent Practices:

- Most colleges kept attendance records, dropout records, class enrollment records, grade reports, and reports from NYC work supervisors.

- Most NYC sponsors kept full records of enrollee qualification data, time records, compensation records, and termination records.

- Some colleges required high school transcripts and measures of enrollee performance on tests of basic educational skills at the time of registration and kept these records.

- Some sponsors made systematic monitoring visits of NYC GOES TO COMMUNITY COLLEGE programs and kept records of observations made.

- All colleges and sponsors received from enrollees a continuous input of unrecorded enrollee feeling and opinion-flow of unsystematic human communication -- that furnished a valuable base for subjective evaluation.

- Most colleges and most sponsors became too busy with program operation to carry out systematic collection and evaluation of enrollee growth in performance, in attitude, and in self-confidence.

- Many of the programs secured end-of-term measures of enrollee opinion on forms developed and supplied by the Evaluation Technology Corporation.

Some Local Variations:

- A few colleges secured "before" and "after" measures of enrollee performance on tests of basic educational skills and attitudes toward work.

- A few programs made follow-up studies of enrollee activity after the term ended.

- A few programs undertook the tryout of a full package of evaluation materials that were developed by the Evaluation Technology Corporation.

- A few colleges treated NYC enrollees exactly like all other summer session enrollees and undertook no separate evaluation of their performance.

- Teachers in some of the programs secured evaluations of individual courses.

NYC Sponsor-Community College Administrative Arrangements:

Most Frequent Practices:

- Most sponsors and colleges exchanged letters of agreement, setting forth the mutually accepted purposes of the program and the arrangements for its operation. Typically these arrangements included:

  Number of enrollees
  Criteria for selection
  Responsibility for recruitment

Kinds of courses needed
Kinds of jobs needed
Support services to be supplied
On campus management of the program
Personnel to be supplied
Records to be kept
Arrangements for payroll
Financial responsibilities of each
Program evaluation

- In most programs the sponsor recruited, and delivered the enrollees; the college provided and managed the entire campus program.

- In all programs the sponsor paid enrollees' wages and payroll costs.

- In most programs the college supplied at college expense the same services for NYC enrollees that it provides for other in-district college students.

- In most programs involving tuition for all college students, the NYC sponsor paid the tuition.

- All programs recognized that the college had some real costs over and above tuition for which outside support was needed. In most programs these costs were met by the NYC sponsor.

- In most programs NYC sponsors received no additional D.O.L. support for NYC GOES TO COMMUNITY COLLEGE programs. Costs were met by economies in administration and by diversion to "Other Direct Costs" of funds projected to accumulate by the estimated absenteeism and phase in - phase out rate.

- In most programs there was close cooperation between college personnel and sponsor personnel, especially in the management of payroll, the control of attendance, and the maintenance of enrollee morale.

- Most sponsor-college agreements included a calendar of deadline times for essential activities.

Some Local Variations:

- A few programs were practically operated in college facilities by the sponsor, who hired instructors and counselors and managed the program.

- A few programs received a strong input of college services (counseling, tutoring, health services, transportation, lunches) supplied entirely at college expense.

- A few colleges were able to waive tuition, and many colleges waived non-tuition fees.

- Some programs included NYC-2 enrollees in the program and effected an expansion of opportunity for the out-of-school enrollee, as well as a blending of program support.

- Some arrangements for summer NYC programs included arrangements for year-round operation of NYC GOES TO COMMUNITY COLLEGE programs.

- Some arrangements included the addition of high school personnel to the planning and management team.

IV. CONVERSION OF SUMMER NYC GOES TO COMMUNITY COLLEGE TO A YEAR-ROUND PROGRAM

The year-round NYC GOES TO COMMUNITY COLLEGE is an arrangement whereby a high school authorizes a pupil who has been accepted in the Neighborhood Youth Corps to attend a community college for a portion of a school week in order that the pupil may enter a planned program of work of of work and study, for which the Neighborhood Youth Corps pays the pupil a wage. The college, the NYC sponsor, and the high school coordinate their resources to provide an individualized program for each enrollee.

In most instances all of the basic components of a strong in-school NYC program -- college study, meaningful work experience, counseling and tutoring, peer group involvement, NYC wages -- are included. It is an arrangement whereby NYC enrollees enjoy opportunies for Advanced Placement that have conventionally been available only for highly superior students.

Why Extend a Summer NYC GOES TO COMMUNITY COLLEGE into a Year-Round Program:

- Continuation, even on a part-time basis, of contact with the college helps to keep alive the high morale generated in the NYC enrollee by the summer experience.
- Work experience on a college campus increases employability and generally leads toward career employment.
- College credit earned increases motivation and know-how for higher education.
- Advanced contact with financial aids officers increases the possibilities for NYC enrollees to get scholarships, grants, or supportive employment before college funds are exhausted.
- Continuous coordination of services at the local level by the NYC sponsor, the high school, and the community college gives great possibility for equalizing educational opportunity for economically disadvantaged students, and gives the cooperating institution a strong and positive linkage to a potentially dissident segment of their community.

Objectives of the Year-Round Program.

In general the objectives of this program are: (for each enrollee),

1. to implement a life career plan,
2. to extend formal education,
3. to increase employability,
4. to increase personal and social competency.

More specifically it is expected that by the end of this program each enrollee will:

1. have earned a high school diploma,
2. have earned passing grades in each course he has taken at the college,
3. have earned a recommendation from his work supervisor certifying that he is a competent and dependable worker,
4. have earned a recommendation from his NYC counselor certifying that he has been a responsible and cooperative participant,
5. have a written career plan covering his next 10 years, and including:
   - a. a choice of goal,
   - b. an educational plan covering the field, the level and the locations of training needed to meet his goal,
   - c. a job entry and career progression plan.
6. have a specific plan for financing his further education and training,
7. have satisfactory work skills and work attitudes for job entry,
8. have satisfactory study skills for successful performance in his educational plan,
9. be able to participate in group discussions and activities with competency, relevancy, and poise,
10. be acceptant of himself as a person.

1970-71 Tryout of the NYC Goes to Community College Year-Round Program in four Colleges.

133 enrollees started the program by attending the following colleges:

St. Louis: 75 enrollees sponsored by the Human Development Corporation of Metropolitan St. Louis and attending Forest Park College.

Phoenix Area:	25 enrollees sponsored by the City and County NYC and attending Maricopa Technical College of the Maricopa County Junior College District, Arizona.
Cupertino, California	15 enrollees sponsored by the Santa Clara County NYC In-School Program and attending DeAnza College.
Gilroy, California	18 enrollees sponsored by the Santa Clara County NYC In-School Program and attending Gavilan College.

126 enrollees completed the programs.

Common characteristics of the enrollees:

- All were high school seniors, enrolled in a program that would complete high school graduation by the end of the academic year.
- All were from families that made them eligible for NYC.
- All were interested in trying the program of concurrent study in high school and college.
- All were considered by their high school counselors to be unlikely to receive other scholarship or grant aid to attend college.

Sex Distribution		Age Distribution	
M	44%	20	5.3%
F	56%	19	8. %
		18	61.3%
		17	24. %
		16	1.3%

Program Arrangements in the Four Colleges.

Forest Park (St. Louis)	All college classes were during evening hours. Enrollees attended their high schools during the regular full day, then attended the college from 7 to 9 for four evenings (M-Th) each week. All students took English composition and one other course. All courses were restricted to NYC enrollees. No jobs were involved.

DeAnza (Ca.)	All enrollees were from one high school. They attended high school classes during the morning, then were transported by the high school to the college during the noon hour, for an afternoon of classes and work. Most enrollees took one class and worked at a campus job for 5 hours. Some took two classes and had no work.
Gavilan (Ca.)	Arrangements were similar to those at DeAnza, except that enrollees came from three high schools and found their own transportation.
Phoenix, (Ariz.)	Enrollees attended a full day of classes in high school, then came to the college for an afternoon of work and career counseling. No credit classes were involved.

Courses Most Frequently Taken.

Freshman Composition
English I
English II
Human Potential Workshops
History I (Black Emphasis)
History II
Political Science 51
Chicano 7
Ethnic 49
Sociology 40
Math 200

Jobs Most Frequently Performed.

Not all of the campuses combined work programs with college classes. The mixture of work and classes seems to have been a useful part of the program, especially when it developed habits and skills which supplemented academic achievement and vocational aspirations. This list of work stations is not inclusive, but as a sample, it describes typical student jobs.

Typist
Office Aide
Library Assistant
Filing Clerk
Teachers Aide
Campus Center Aide
Bookstore Assistant
Secretary
Clerk-Typist
Telephone Switchboard Operator
Nursery School Assistant
Community Service Assistant
Audio Visual Assistant
Campus Information Assistant

Some Outcomes of the Year-Round Program.

- The college grade point average for the 126 enrollees was 3.4 for the two semesters of the 1970-71 academic year.

- High school grades of NYC enrollees improved during their year of concurrent study in high school and college. A study of the largest program (St. Louis) established the following:

  1. At least 84 percent received their high school diploma by June, 1971.
  2. At least 80 percent raised their high school grade point averages while in the NYC program.
  3. 15 percent raised their high school G. P. A. at least one full grade.
  4. 54 percent raised their high school G. P. A. at least a half grade.
  5. Of the comparable group, only 4 percent had a negative G. P. A. differential.

- Forest Park enrollees earned substantial amounts of college credit:

Number of NYC students	75
Number finishing high school (concurrently enrolled in high school and college)	72
College credits earned by students	
Earned 18 credits	15
Earned 12 credits	18
Earned 9 credits	1
Earned 6 credits	37

- Year-Round NYC Enrollees at Forest Park continued to stay in school and graduate

Year	No. of Enrollees in the program (1)	No. Graduating at end of senior year	No. of Dropouts
Fall 1970	50	48	2
Spring 1971	75	74	1
Fall 1971	80	75	1 (2)
Spring 1972	72	70	0 (3)

(1) Enrollees were high school seniors concurrently enrolled in high school and in Forest Park College.

(2) Two enrollees were juniors, two are still making up credits.

(3) Two enrollees were juniors.

- Forest Park Enrollees continued education after completing high school.

Year	No. of Enrollees in the program	No. entering Forest Park after high school	No. entering other colleges after high school*
Fall 1970	50	13	20
Spring 1971	74	17	29
Fall 1971	75	29	35
Spring 1972	72	26	35

* All of these were admitted to four year colleges with scholarships obtained as a result of the NYC Goes to College financial aids advisement program.

CONCLUSIONS FROM THE NYC GOES TO COMMUNITY COLLEGE YEAR ROUND PROGRAM

1. High school students can succeed in college courses while concurrently enrolled in high school.

2. High school grades do not suffer from concurrent enrollment in college courses.

3. The special supports of NYC pay, NYC counseling, college counseling and college tutoring are needed by NYC enrollees in order to make a success of this program.

4. NYC counselors, college counselors, college teachers, and college administrators agree that this is a worthwhile program.

5. Enrollee gains in career planning, competence as a student, seriousness of purpose, and self regard are mentioned most frequently in the reports of college counselors and work supervisors.

6. NYC enrollees almost unanimously approve of the program. Help in deciding upon a career, opportunity to advance in their career plans, greater freedoms in college than in high school, and the opportunity to break out of a mold into a world of new people and new challenges are frequent reports in NYC enrollee evaluations.

7. The most difficult problem in implementing NYC year-round programs has been in the rigidities of high school and college regulations. High school rules require each student to move at the same time as all students. College rules require that all students meet fixed calendar schedules, fixed program patterns, and fixed parking regulations!

8. The extra costs to the sponsor and to the family of NYC enrollees in the year-round program are also barriers to the wide expansion of this program. In colleges that require tuition only sponsors with large NYC programs can accumulate the funds to meet college costs.

SEQUENCE OF TASKS IN DEVELOPING A YEAR-ROUND PROGRAM

1. Recruit NYC year-round enrollees from high school seniors on bases of interest, eligibility for in-school NYC employment, availability during the academic year, ability to complete high school graduation requirements, success in courses and work assignment during the summer, and possibly other specific criteria related to jobs available at the college.

    a. Recruitment to be done by invitation of the enrollee, after joint agreement between
        - the responsible NYC counselor
        - the responsible high school counselor
        - the responsible college counselor.

    Each selected enrollee to be cleared for participation in the program by the high school in which he is enrolled.

2. During the academic year, program the enrollees to:

    a. Attend high school and complete high school graduation requirements.

    b. Return to the college for certain hours each week to:
        (1) work at a designated job under supervision of a college worker (hours and wages to be the same as regular NYC arrangements),
        (2) take one (or more) college courses if the high school course load will permit,
        (3) participate in a planned career counseling program,
        (4) develop, with college financial aids counselor help, a specific plan for financing the further education and training required by the enrollee's career plan.

3. Evaluate the year-round program by:

    a. Changes in enrollees in
        (1) attendance and school retention
        (2) grades
        (3) work performance
        (4) self assessment reports
        (5) NYC counselor judgments
        (6) high school counselor judgments
        (7) college counselor judgments
        (8) follow-up reports over a 15 month period
        (9) comparisons with other NYC enrollees.

    b. Effectiveness of components in the program by
        (1) enrollee judgments
        (2) NYC director and counselor judgments
        (3) college officer judgments.

RESPONSIBILITIES OF THE COLLEGE IN THE YEAR-ROUND PROJECT

1. To provide meaningful work stations, (including supervision, and evaluation).

2. To provide career counseling for each enrollee.

3. To admit enrollees to appropriate classes, (jointly selected by enrollee and counselor).

4. To provide academic support services (e.g., tutoring, reading improvement laboratory, learning center).

5. To share in the extra costs of the program.

RESPONSIBILITIES OF THE NYC SPONSOR IN THE YEAR-ROUND PROJECT

1. To recruit the enrollees.

2. To employ and pay the enrollees.

3. To provide all necessary time-keeping and payroll services.

4. To provide personal and health counseling for enrollees.

5. To participate in the planning and management of the project.

6. To share in the extra costs of the program.

RESPONSIBILITIES OF THE HIGH SCHOOL IN THE YEAR-ROUND PROJECT

1. To participate in identification of enrollees who need this experience in order to stay in school and progress toward career goals.

2. To plan and authorize high school programs that make participation possible.

3. To participate in evaluation and refinement of the project.

V. Program Guidelines;

GOALS

ENROLLEE:

To increase personal and social competence.
To motivate education and career planning.
To establish a career plan.
To increase employability.

PROGRAM:

To coordinate resources of NYC and College.
To generate motivations (work for pay; study for credit).
To provide an effective educational program.
To provide meaningful work experience (or equivalent).
To provide enrollee support
  for living - wages
  for learning - tutoring
  for maturing - counseling
  for morale - enrichment

PLANNING:

To fix responsibility. (Who does what?)
To channel communication. (How does Joe get to The Man?)
To pace performance (calendar of deadlines).
To provide checks and balances (utilize feedback to correct misses).
To accomplish efficiency in mechanical matters (payroll, records, rooms, keys, transportation, materials).
To accomplish sensitivity in person-to-person relationships.
To establish viable balance between costs and benefits.

CHECK LIST AND RESPONSIBILITY ASSIGNMENT

	Responsibility		
	College	NYC	Other*
1. Exchange of Information.			
a. Is NYC familiar with the college's facilities, courses, student personnel services, costs, philosophy?			
b. Is NYC on the college mailing list for catalogues, schedules, brochures, etc.?			
c. Does NYC know college contact offices and people?			
d. Does the college know the purposes, the population served, and the program of NYC?			
e. Is the college familiar with the NYC programs of previous summers?			
2. Determination of the feasibility of a NYC GOES TO COMMUNITY COLLEGE Program.			
a. Is there a sizeable population of economically disadvantaged youth?			
b. Could the local summer NYC program be improved by an educational component on a college campus?			
c. Will the expected number of slots be sufficient to help support a college program?			
d. Is the college able to admit non-high school graduates?			
e. Is the college interested in extending its services to disadvantaged youth?			
f. Does the college have appropriate facilities available for such a program?			
g. Does the college catalogue list a variety of courses suitable for NYC enrollees? Or can such courses be developed and approved?			
h. Can the college's summer session schedule of classes provide the range and variety of classes needed?			
i. Can the college develop jobs and support services needed for a program?			
j. In terms of the locale of the college, the residences of prospective enrollees, and the availability of transportation, is a summer program feasible?			
k. Can the cooperation of high schools be secured?			

*This check list is designed for use as a program planning work sheet. It is intended as an aid to program planners (NYC and College) in deciding what needs to be done and in assigning responsibility. "Other" may be U.S.D.O.L representative, high school representative or any other involved person or agency.

	Responsibility		
	College	NYC	Other
3. Preliminary Program Planning Issues to include:			
a. Number of enrollee slots.			
b. Date of the program: Number of weeks and hours			
c. Weekly time and general character of the study component.			
d. Weekly time and character of the work experience.			
e. Time and nature of support service.			
f. Summary of college services.			
g. Summary of NYC services.			
h. Problems to be resolved: next steps, contact.			
4. Costs Determination and Budget Negotiation.			
NYC			
a. Enrollee wages and payroll costs.			
b. Transportation costs; other costs.			
c. Total Budget Analysis to estimate surplus from projected absenteeism and phase-in, phase-out.			
College			
a. Tuition per enrollee.			
b. Textbooks and other supplies.			
c. Other fees and expenses.			
d. Total costs per enrollee.			
Negotiation Issues			
a. Cost per enrollee at several levels of service.			
b. Costs to be furnished by the college.			
c. Costs to be furnished by NYC.			
d. Other arrangements for meeting costs.			
5. Securing approvals.			
NYC Director			
a. Intra-agency approval.			
b. U.S.D.O.L Project officer approval.			
College			
a. Program (courses and services) approval by appropriate college faculty and staff.			
b. Budget approval by Administration.			
c. Board of Trustee approval of program and budget.			

6. Exchange Letters of Agreement.
   a. Letter from NYC to College covering:

      Desired purposes of the program.
      Number of enrollees to be placed on campus.
      Understanding of program to be offered.
      Services to be provided by NYC.
      Agreement to fiscal arrangements as negotiated.

   b. Letter from College to NYC, covering:

      Agreement to admit enrollees.
      Courses and services to enrollees by college.
      Agreement to fiscal arrangements as negotiated.

7. Appointment of College Coordinator of the Program.

   Since this is the single most important person in shaping the quality of the program it is essential that selection criteria include:

      Executive capacity to organize, plan, create, follow-through.
      Thorough knowledge of college resources.
      Acceptability to college departments and staff.
      Rapport with expected enrollees.
      Good communication with NYC staff.

8. Identify appropriate courses and ascertain that they will be scheduled at appropriate times.

   a. It is desirable that the courses include:
      Entry level academic courses, such as English, psychology, sociology, mathematics.
      Entry level vocational courses, such as typewriting, business mathematics, data processing, auto mechanics.
      Developmental courses, such as reading, remedial mathematics, remedial English.

   b. Consideration should be given to selecting and scheduling one class (or sections as needed) for NYC enrollees only, to be used as a builder of in-group solidarity and as a communication center for the group.

Responsibility

College	NYC	Other

Responsibility		
College	NYC	Other

9. Identify appropriate jobs and work supervisors.
   a. Each job should be work that needs to be done, that can be done by an enrollee, and that will be supervised by a responsible college employee.
   b. Job search should include: college offices, instructional departments, data centers, library, bookstore, college shops, and grounds.
   c. Consideration may be given to assignment of teams of enrollees to a single task, such as tutoring, community survey, tryout of instructional material, environmental recovery project.

10. Announce (publicize) the program.
    a. Early announcement should go to high school counselors who work with in-school NYC enrollees.
    b. The number of slots to be filled and the pre-established selection criteria will determine the extensity of publicizing.

11. Appoint instructional staff.
    a. Primary consideration should be given to demonstrated effectiveness in teaching entering students.
    b. Part-time teachers from outside the college faculty may be needed and helpful, but continuity of the program will be more assured if the regular faculty becomes involved.
    c. Early selection of teachers is important in getting the best qualified before they commit themselves elsewhere.
    d. It should be kept in mind that the primary task is motivation of the enrollees rather than subject matter coverage.

12. Arrange support services.
    a. Support services include:

       Academic counseling (individual and group).
       Tutoring (individual and group).
       Diagnosis and prescriptive learning of basic educational skills (as in a reading laboratory or learning laboratory).
       Health counseling and services.
       Personal counseling - help with such practical problems as transportation, clothes, baby sitters, parking tickets.
       Recreational and enrichment activities.

Responsibility

College	NYC	Other

b. Experience has shown that most NYC enrollees are not problems. Their needs are for acceptance and practical guidance. Young paraprofessional counselors and tutors (frequently college students on Work-Study) can supplement professional counselors.

c. Arrangements for NYC usage of most campus facilities is itself a support service.

13. Plan payroll procedures and calendar.

Payday is the most important day to the enrollee. Checks must be on time and withholdings must be understood!

14. Arrange for transportation.
  a. Public transportation (free if possible).
  b. Car pools.
  c. Each enrollee furnish.

15. Recruit the enrollees.
  a. Agree on selection criteria.
  b. Agree on methods of referral.
  c. Keep procedures and approvals clean.

16. Arrange for enrollee orientation to the campus.
  a. Prepare information packet.
  b. Develop a program of visitation, introductions and entertainment.
  c. Clear date with college calendar.
  d. Include a question and answer period.

17. Brief work supervisors and other staff.
  a. Relate work assignment to the total plan of the program.
  b. Prepare and distribute suggestions for training enrollees, supervising their work, and reporting their performance.
  c. Involve clerical staff as well as professionals in an understanding of the program.

18. Organize a Program Control Team.
  a. Include college personnel, NYC personnel, teachers, counselors, aides on the team.
  b. Hold calendared meetings, and impromptu meetings when needed.
  c. Keep the agenda for meetings active and real. Use the team for two way communication as well as for problem solving.

Responsibility		
College	NYC	Other

19. Registration.
    a. Decide on regular or special registration (good argument for each).
    b. Orient enrollees on forms and procedures.
    c. Arrange for fees.
    d. Arrange for books.
    e. State payroll accounting.

20. Start of classes.
    a. Provide room location service.
    b. Orient enrollees on regulations.
    c. Orient enrollees on importance of early start on class work.

21. Start of work experience program.
    a. Introduce enrollees to supervisors.
    b. Orient enrollees on job performance and responsibilities.

22. Assignment to tutors and counselors.
    a. Develop criteria and plan for assignment.
    b. Orient counselors and enrollees.
    c. Arrange for determination of necessary changes.

23. End of first week check-up.
    a. Attendance (classes, work, counseling).
    b. Changes in classes and jobs.
    c. Reports from teachers, counselors, work supervisors.
    d. Arrangements for transportation, lunches, books and supplies, health needs, recreation.
    e. Rap session with enrollees.
    f. Reactions from NYC.
    g. Plans for evaluation.
    h. News reports for press, radio, TV, and public officials.

24. Each week.
    a. Check on enrollee performance and morale.
    b. Check on staff performance, reports, and morale.
    c. Review progress with NYC.
    d. Accumulate evaluation information.
    e. Get action pictures of enrollees.
    f. Prepare and distribute news releases to media and public officials.

25. Last week.
    a. Arrange termination function that will re-enforce goals.
    b. Get final evaluation from staff, NYC, college officers, and from enrollees.
    c. Arrange for grade reports, and transcripts.
    d. Give appropriate recognition to teachers, counselors, and other staff.
    e. Review the program with NYC.
    f. Prepare and distribute news releases.

	Responsibility	
College	NYC	Other

26. Follow-up.
    a. Collect and analyze all evaluation reports.
    b. Summarize findings and conclusions.
    c. Prepare a Final Report, including recommendations for the future.
    d. Keep the news flowing.

First Steps in Implementing a Year-Round Program

27. Identify the summer enrollees who could profit from continuing part-time college attendance during the next school year. Criteria might include:

    Enrollee will be a high school senior.
    Enrollee will be eligible for In-school NYC employment.
    There is reasonable expectancy that the enrollee can succeed with one or two college courses while completing high school.
    Enrollee wants to combine college study with high school completion.
    Transportation if feasible.

28. Review the situations and plans of identified potential year-round enrollees with high school counselors and administrators.

29. Develop a specific study plan for each potential enrollee.

30. Secure necessary approvals from school, college, and NYC authorities.

31. Orient each approved enrollee to the time, place, and activity requirements involved in application, registration, class attendance, work station (if involved), transportation arrangements, and all details involved in the combined program of school and college attendance.

Guidelines for a Continuing Year-Round NYC GOES TO COMMUNITY COLLEGE Program

32. Evaluate college and high school performance of enrollees.

33. Develop criteria for identifying characteristics of enrollees that profit greatly from NYC GOES TO COMMUNITY COLLEGE programs, and characteristics of enrollees that make little gain.

34. Evaluate the relative value of program components, courses studied, jobs, counseling, financial aids advising, etc.

35. Jointly plan (NYC, college, high school) a year-round program involving the components found to be best and selection of enrollees of greatest need and greatest promise.

36. Involve NYC enrollees, NYC staff, college staff, and high school in securing wide-based approval of a program that the community can afford and that best fits local needs and resources.

Calendar

MAJOR ACTIVITIES IN PREPARING FOR AND OPERATING A SUMMER NYC GOES TO COMMUNITY COLLEGE PROGRAM

PLANNING:

Fall

Get acquainted - College and NYC
Study the programs
Determine feasibility
Make preliminary plans
Costs determination and budget negotiation
Exchange letters of agreement
Identify the college coordinator
Get needed approvals
Identify necessary courses
Identify jobs and supervisors
Announce the program
Secure instructional staff
Arrange support services
Plan payroll procedures and calendar
Arrange for transportation
Recruit the enrollees
Brief work supervisors and other staff
Orient enrollees to the campus
Organize program control team

OPERATING THE SUMMER PROGRAM:

First Week: Assignment of tutors to students.
Registration, start of courses and of jobs, counseling contact with each enrollee, start of tutoring, readjustments of class and work schedules, first NYC assembly, first planned on-campus or off-campus recreational program, check on attendance, payroll accounting, transportation, adjustment problems.

Each Week: Counseling, tutoring, program readjustment, program director contact with each counselor and work supervisor, planned recreational activity for NYC enrollees. Planned evaluation of program by enrollees and college officers.

Last Week: Completion ceremony, final evaluation by NYC sponsor, NYC students, all college personnel.

Follow-up: Completion of attendance and grade records, analyses of data, reports to NYC sponsors and to high schools.

Final review of outcomes and drafting of improvement plans.

EXTENDING THE PROGRAM TO YEAR-ROUND OPERATION:

Summer: Use the summer program to demonstrate need and feasibility. Develop a plan and recruit cooperation for a pilot year-round program.

Fall: Organize a program control team involving NYC, college and high school.
Recruit enrollees and operate the pilot program.
Evaluate outcomes of summer and fall programs.

Spring: Plan a continuing NYC GOES TO COMMUNITY COLLEGE program that maximizes use of community resources for the benefit of economically disadvantaged students.

VI. SAMPLE PROGRAM FORMS AND INSTRUCTIONS

On the pages that follow are samples of NYC GOES TO COMMUNITY COLLEGE forms and instructions that have been useful in selected programs. These materials relate to:

(1) formats for agreements between NYC sponsors and community colleges,

(2) recruitment,

(3) group activities,

(4) work sites on-campus,

(5) financial aid,

(6) evaluation instruments, and

(7) a case study of a strong program, ST. LOUIS NYC GOES TO FOREST PARK COLLEGE.

June 9, 1969

Mr. Leon Williams
852 Eighth Avenue
San Diego, Calif. 92101

Dear Mr. Williams:

This letter serves to indicate the range of special services Southwestern College agrees to provide enrollees in the Neighborhood Youth Corps/Southwestern College program and also to serve as a letter of agreement between Southwestern College and the Neighborhood Youth Corps. As a letter of agreement this reflects the commitment of both parties and the responsibilities assumed by each organization.

Provisions of the Neighborhood Youth Corps/Southwestern College program will include the following elements:

Courses:

1. Psychology A - Career Development
2. Psychology 29 - College Orientation
3. One additional course to be selected from the regular Summer Program. (For example, Art, Biology, Mathematics)

Enrollees will be attending classes, seminars and field trips between 8:00 a.m. and 12:00 noon daily.

Work:

1. Enrollees will be working from 1:00 p.m. to 4:00 p.m. daily under the supervision of either college classified or certificated staff members. The majority of enrollees will be assigned to on-campus work sites.

2. In individual instances assignment to off-campus work will be arranged where a significant contribution to the enrollee's development would result.

Special Features:

1. Individual tutoring in subject areas and basic learning skills. (Voluntary)
2. Individual vocational testing and counseling (not mandatory).
3. An Organized recreational program during the noon hour. (Voluntary)
4. Cultural activities; visits to museums, art galleries and historical points of interest in the San Diego area. (Voluntary except in special instances)

Transportation:

Transportation to and from one central point to be determined by the college will be provided to the enrollees by the college.

We feel Southwestern College can absorb much of the special costs generated by this program. The financial contribution to be made by the Neighborhood Youth Corps to Southwestern College for administrative, transportation, and special services to the students will be $60 per enrollee. The Neighborhood Youth Corps agrees to pay the salaries for enrolled students for 40 hours per week throughout the ten week period.

I am looking forward to our join participation in the Neighborhood Youth Corps/Southwestern College program and the benefits to be derived by those youngsters participating in the program. I trust our association in the program will be mutually beneficial.

Cordially,

Chester S. DeVore
Superintendent/President

CSD:ff

DE ANZA COLLEGE

NYC SUMMER PROGRAM

CONTRACT*

Date____________________

NAME: ____________________________ Phone: ________________________
(as it would appear on diploma)

MAILING ADDRESS: ____
(address)

____
(city) (state) (zip code)

High school attended: ____

Date of Birth:__________ Age_______________ Check One: (M)___ (F)___

College Units earned to date: _______________

High School credits earned to Date:__________

High School credits needed: _______________

SPECIFIC HIGH SCHOOL COURSES NEEDED:	credits	COLLEGE EQUIVALENT COURSES:	credit
TOTAL		TOTAL	

SUGGESTED ELECTIVES TO COMPLETE
CREDIT REQUIREMENTS IF NEEDED:

____

____

Student Signature:______________________________________

High School Counselor Signature:__________________________

College Official Signature:______________________________Title:__________

County of St. Clair, Michigan
NEIGHBORHOOD YOUTH CORPS
AND JOB DEVELOPMENT PROGRAM
502 QUAY STREET — ROOM 204 — PORT HURON, MICHIGAN 48060
TELEPHONE: (313) 984-5330
Sponsored By: ECONOMIC OPPORTUNITY COMMITTEE

FROM: N.Y.C. Director

TO: High School Counselors

RE: Recruitment for the "N.Y.C. Goes to College" Program

The Neighborhood Youth Corps and St. Clair County Community College together will offer a college program for economically disadvantaged youth. The objective of the program is to expose low-income juniors and seniors in high school to a college campus environment. Many of these youth never attend college simply because of their fear of failure. The combining of a college campus environment, college courses for credit, work for pay college job sites, educational and personal counseling, add up to a summer project that develops new career plans and new levels of self-confidence for economically disadvantaged high school students.

Enclosed materials discribe the purpose, content, and operations of the program. We need your assistance in identifying students from your school who you think would qualify and benefit from the program. John Garcia, N.Y.C. counselor, will be contacting many of you in the near future regarding the recruitment of these students.

Thank you for your cooperation and concern.

James Patterson
N.Y.C. Director

N.Y.C. Goes To College

ATTENTION H.S. JUNIORS - SENIORS

- Would you like to attend St. Clair County Community College this summer?

- Earn $1.60 hr. for 25 hours a week on the college campus including your class time?

- Earn high school and college credit for the classes you take?

- If you are interested contact:

Your high school counselor
or the
Neighborhood Youth Corps
502 Quay St. Rm. 204
Port Huron
984-5330

Neighborhood Youth Corps
NYC Goes to College Application

NYC Goes To College is a special experimental program, sponsored in St. Louis by the Junior College District and the Neighborhood Youth Corps. A small selected group of the graduating class of '72 will be chosen for the program. These students will spend their summer working and taking courses at Forest Park Community College. Participants in the program will be paid for both attending class and working.

READ THIS FORM CAREFULLY - COMPLETE ALL PARTS

Name ____________________ Age ____________ Birthdate ____________

Address ____________________ Zip Code ____________ Telephone ____________

Social Security Number ____________________

School____________________ Graduating June '72 Yes______ No______

Presently Enrolled in NYC Yes______ No ______

If you ever worked in NYC list positions held below:

Agency	Job	Counselor	Dates

If presently failing any subjects list them:

What do you plan to do after completing high school?

What type of occupation would you like to pursue after completing your education?

I heard about NYC Goes to College through ____________________________

English Composition is required of all students. If selected in which of the following courses would you most like to be enrolled: (Show preference by rating from 1 to 8 with 1 being your 1st choice and so on down the line)

__________ Art Appreciation

__________ American History (Black Emphasis)

__________ Introduction to Anthropology

__________ Music History

_____ Introduction to Sociology

_____ Oral Communication

_____ Mathematics

_____ Human Relations

I would like to participate in NYC Goes to College; If chosen for this project I will do my best to co-operate.

____
Applicant's Signature

____
Referring NYC Counselors Signature

SPECIAL GROUP ACTIVITIES:

STUDENT COURT: Student Court was orgainzed to give students the opportunity to govern their own behavior, as well as to stimulate a sense of individual and group responsibility. Staff and students felt they could be judged and disciplined fairly by their peers since they related to each other on a similar level.

The Court was composed of a chief justice, four associate justices, a public defender, a court recorder, a bailiff, and a staff supervisor. Investigation and prelimainary hearings were held on Tuesdays and Thursdays, while cases were tried on Fridays.

Students charged with major violations of program rules and regulations were referred to the Student Court. The student so charged could ask for a public defender, or could act as his own counsel. He had the option of a jury trial or a closed hearing and, in the event, the defendant appeal mechanism was established.

The Student Court was a valuable learning tool for students and staff members. The court structure, guidelines and procedures were conceived and implemented by the students, who handled all proceedings judiciously. The efficiency and responsibility the students demonstrated in governing themselves proved to be well rewarding.

RECREATIONAL ACTIVITIES: For the NYC students, each Friday was a non-academic day. There were two NYC sponsored field trips, the first a horse-back riding outing with 50 participants, the second a beach-outing with 60 participants. For both these events, transportation was arranged through the NYC office, and signed parental consent slips were required.

Other recreational activities included: a basketball game, two football scrimmages, swimming and baseball. The enthusiastic support from fellow NYC members greatly enhanced all recreational activities.

NEWSLETTER ACTIVITIES: The weekly newsletter, Black Pearl, was designed as the voice for student and staff expressions. Censorhip was non-existent and the Black Pearl became a natural outlet for the creative spirit; of equal importance, the newsletter served as a unifying agent for the whole program.

64

WEST VALLEY COLLEGE NYC SUMMER PROGRAM - 1972

ON-CAMPUS JOB DESCRIPTIONS

VIDEO TAPE: This group put together a video tape of the NYC Goes to College 1972 Program to present to the future NYC programs. They worked very hard and put out a very fine film of which will be very helpful in orientating future NYC participants.

NEWSLETTER (NYC SPEAKS OUT): Covers contemporary situations in the NYC program and in the community. Students were tutored indirectly in English grammatical structure and office machinery procedures/techniques. The NYC Newsletter staff, consisting of NYC students and advisors, wrote just about anything that could be written about, such as; poems, personal experiences and feelings, interviews, and West Valley Community College history.

INFORMATION DESK (Campus Center): This office concentrated energies toward forwarding basic school information to it's students. The NYC students were involved in distributing bulletin, textbooks, and posters. The second part of their responsibilities was in the line of receptional duties.

TEACHER'S AIDE: The students within this capacity assisted the classroom instructor with gathering of research material and reading of papers. The course which the NYC students worked on was entitled "Counseling 12 - Self Appraisal Vocational Exploration."

LIBRARY ASSISTANT (Campbell/Saratoga): Filing magazines, books, and catalogue cards, and preparation of library materials for instructors and students.

ETC

EVALUATION TECHNOLOGY CORPORATION

SUMMER N. Y. C. GOES TO A COMMUNITY COLLEGE

Program Evaluation

Evaluation is frequently a hastily planned postmortem of an educational program. It is hoped that the collection of materials in this folder will help N. Y. C. sponsors and colleges to make a more orderly assessment of their program. Each item is intended to be suggestive. Each may be modified to fit local needs.

CONSULTANTS IN ECONOMICS AND EDUCATIONAL TECHNOLOGY

SUMMER N. Y. C. GOES TO A
COMMUNITY COLLEGE

PLANS AND PROCEDURES FOR PROGRAM EVALUATION

A. Why bother with Evaluation?

The operation of an N.Y.C. Goes to Community College program is a busy job for already busy people. Why add evaluation as a new duty?

> This is a new program. Decisions about its continuance _must_ be made -- by the N. Y. C. sponsor, by the high schools, and by the college.
>
> Resources are limited. There is competition for the educational dollar. Only programs that demonstrate their worth can -- and should -- be continued.
>
> The goals of this program are too important to the enrollees and to the society for its future to be determined by any procedure other than examination of as reliable evidence as can be assembled.

B. Three kinds of Evaluation:

1. _Operational evaluation_. This is a day-by-day observation of how a program is going in order to steer it correctly.
2. _Procedural evaluation._ This is a post-mortem examination of the relative effectiveness of the methods used in the program.
3. _Goal-accomplishment evaluation_ is a determination of the extent to which the program effects in the enrollees the behavior identified as the objectives of the project. Since it involves appraisal of change in behavior, goal-accomplishment evaluation requires "before" and "after" (or "early" and "late") observation.

C. Plans and Procedures for Evaluation of this Program:

1. The first step in systematic evaluation is the determination of the goals and objectives of the project. Exhibit 1 identifies the objectives of the N. Y. C. Goes to Community College program.

2. Systematic evaluation requires an organized plan that provides a rationale for each operation.

   - Viewgraph 1 provides a task and time analysis for each kind of evaluation.

   - Viewgraph 2 translates the overall plan into a calendar of tasks and responsibility allocations.

D. Instruments to be used in Evaluation:

1. Instruments for collecting information and judgments from N. Y. C. enrollees:

   a. N. Y. C. Completion Form.
   b. N. Y. C. Opinions Form.
   c. N. Y. C. Opinions Check List.

   These forms call for terminal judgments. They should be completed during the last week of the program. Since the Opinions Check List suggests items that are sought by the Opinions Form, it should be completed last. All of these forms can be completed in one hour or less and could be done either individually or in a group.

2. An instrument to be intiated by each enrollee, and completed by the enrollee and a financial aids counselor.

   d. Financial Aids Record.

3. Instruments for collecting information and judgments about the enrollees from the staff:

   e. Work Supervisors' Rating Scale.

   This instrument attempts to help work supervisors objectify their overall evaluation (item B) by identifying some specific traits and by providing a scale for variable performance.

   Two ratings (or more) should be collected; one early in the work assignment and one near the end of the assignment.

f. Counselors' Rating Scale.

This instrument is adapted from a scale previously validated for use with N. Y. C. enrollees. It brings together judgments relating to six of the program objectives. In order to be of use in operational evaluation as well as goal accomplishment evaluation, it is suggested that two ratings be secured from all personnel (college, high school, N. Y. C., including counselors, teachers, work supervisors, tutors) who relate to the enrollees.

g. Report of Incident.

This anecdotal record form is designed to encourage and facilitate the reporting of specific enrollee behavior at the time and in as specific a statement as observers can make. The behavior may be enrollee remarks, aots, expressions of feeling or interactions with others. Reporters should try to write news rather than editorials.

It is suggested that several copies of the Report of Incident form be given to each potential reporter early in the project, and that they be reminded from time to time of the desirability of adding these pictures of human behavior to the accumulating data bits that describe the program.

4. Instruments for collecting judgments about the program from the staff:

h. Staff Evaluation of the Program as a Whole.

i. Staff Evaluation of Components of the Program.

j. Staff Evaluation of Program Practices.

These three instruments should be completed by all personnel (college, high school, N. Y. C.) who have been in positions to observe or to relate to the program. It is hoped that guidelines for the improvement of the current programs and for operation of future programs can be developed by synthesis of the observations and judgments of personnel who have perceived parts of the project.

E. Distribution and Collection of Instruments:

It is suggested that the N. Y. C. sponsor and the college director of the program make the collection, tabulation, analysis, and reporting of outcomes of the project a specific and calendared part of the summer program.

EXHIBIT 1

SUMMER N. Y. C. GOES TO A COMMUNITY COLLEGE

GOALS AND OBJECTIVES OF THE PROGRAM

I. Description

The N. Y. C. Goes to Community College summer program is an arrangement whereby a defined number of enrollees attend a community college for a defined number of weeks during the summer in order that the enrollees may enter a planned program of work and study, for which the college grants credit and the N. Y. C. pays wages. The arrangement constitutes an agreement between the college, the N. Y. C. sponsor, and each enrollee. Each party accepts responsibilities for the performance of stipulated duties.

II. General Goal

The major goal of the N. Y. C. Goes to Community College program is to increase the opportunity for each individual enrollee to become a more competent person.

III. Goals and Objectives

Goal: To increase personal and social competency.

Objectives:

A. To earn a recommendation from his work supervisor certifying that he is competent and a dependable worker,
B. To earn a recommendation from his N. Y. C. counselor certifying that he has been a responsible and cooperative participant,
C. Participate in group discussions and activities with competency.
D. Include himself as a worthy person (his interests, his opinions, his needs, his accomplishments, his feelings, his failures) as expressed by his work supervisor and counselor, in his communication with other individuals and groups, without excessive self-derogation or self-exaltation.

Goal: To extend formal education.

Objectives:

A. To earn passing grades in each course he has taken at college.
B. To have satisfactory study skills, make satisfactory use of verbal and numerical symbols, and have satisfactory behavioral adaptation, for successful performance in his educational plan.
C. To begin the development of a specific plan for financing his further education and training.

Goal: To establish a career plan.

Objectives:

A. Have a realistic assessment of abilities and interests.
B. Have a written tentative career plan that includes:
   1. a choice of goal,
   2. an educational plan covering the field, the level and the locations of training needed to meet his goal,
   3. a job entry and career progression plan.

Goal: To increase employability.

Objectives:

A. Earn a recommendation from his work supervisor certifying that he is a competent and dependable worker,
B. Earn a recommendation from his N. Y. C. counselor certifying that he has been a responsible and cooperative participant,
C. Have satisfactory work skills and work attitudes for job entry.

VIEWGRAPH 1

SUMMER N. Y. C. GOES TO COMMUNITY COLLEGE

Design of the Evaluation Program

	Early in Program	During Program	End of Program	Analyses
Goal accomplishment evaluation	Assess entry status of all enrollees on program objectives	Complete N. Y. C. In College program of work and study;	Re-assess all enrollees who complete the program to determine terminal status on objectives.	. Amounts of change. . Relationships to identifiable differences in enrollees. . Influence of separable components.
Operational evaluation	Assess fit of program to enrollees to effect optimal entry adaptation.	Periodic examination of attendance performance, attitudes, and opinions to make indicated correction of program.	Assess readiness of enrollees for next step in career plan.	Trade-off and cost-benefit analyses to select best alternatives
Procedural evaluation	- Identify components and constraints - Keep separate records for variables.	Same	Assess each component and constraint	- Relationship of each variable to goal accomplishment - Interrelationships of variables.

VIEWGRAPH 2

CALENDAR OF EVALUATION ACTIVITIES

Objective			How evaluated?	Record or instrument	Suggested time
A	1.	Job competency	Rating by work supervisor	W. S. R. S.	Early program and near end of program
	2.	Program participation	Rating by N. Y. C. counselor	C. R. S.	First week and last week
	3.	In-group participation	-Ratings by all counselors, teachers, tutors -Enrollee reports	- C. R. S. . . . . . . - Report of incident. - Enrollee report . forms	Early and near end As observed Near end
	4.	Self-esteem	-Ratings by all counselors, teachers, tutors -Enrollee reports	- C. R. S. . . . . . . - Report of incident. - Enrollee report . form	First week and last week As observed Near end
B	1.	Complete college courses	Course grades	College records. .	End of program
	2.	Study skills	- course grades - test scores	College records . .	Early and near end
			- performance on work sample	S. T. E. P.	Early and near end
	3.	Begin career finance plan	action of financial aids officer	Financial aids record.	End of program
C	1.	Realistic assessment	Enrollee report Counselor report	Enrollee report form C. R. S.	Near end of program Early and near end of program
	2.	Career Plan	Enrollee report Counselor report	Enrollee report form Financial aids record C. R. S.	Near end of program Near end of program Early and near end of program
D	1.	Job competency	(Same as A^1)		
	2.	Program participation	(Same as A^2)		
	3.	Work skills and attitudes	- Ratings by counselors, teachers and work supervisors	C. R. S. . . . . . . W. S. R. S.	Early and near end of program
			- Enrollee reports	Enrollee reports	Near end of program

COMPLETION FORM

EVALUATION TECHNOLOGY CORPORATION
ETC

CORPORATION OFFICE
323 MOBIL AVENUE
CAMARILLO
CALIFORNIA 93010
(805) 482-2017

NYC GOES TO COLLEGE OFFICE
J. W. McDANIEL
MANAGING DIRECTOR
323 17TH STREET
SAN BERNARDINO
CALIFORNIA 92405
(714) 886-2010

N. Y. C. GOES TO COMMUNITY COLLEGE

Name ____

Age ____________________ Sex: M ______ F ________

Work Assignment in NYC Goes to College Program:
Job ____
____

Courses completed in the College:
____
____
____

Please complete these two statements.

My Goal	In about 10 years, I would like to be:
My Plans	To reach my goal I plan:

ETC5C270

Information About NYC Goes To College Program

1. College attended: ______________________. 2. Sex: (circle one) M F

3. How did you learn about the NYC-College program? ____________________

____

4. Please list your comments about the following statements:

Things I Liked About The NYC-College Program	Things I Disliked About The NYC-College Program

5. If you were invited to design a NYC-College Program for next summer, what changes would you make?

6. In what ways has this summer's experience been beneficial to you?

Opinions Check List

OPINIONS ABOUT N. Y. C. GOES TO COMMUNITY COLLEGE PROGRAM

• • • • •

1. College attended: ______________________ 2. Sex: (circle one) M F

3. Please indicate your responses to the following aspects of the program by placing a check in the appropriate column. (Suggestion: Read the entire list first. Omit the items that do not apply):

		Very Helpful	*Some Help*	*No Help*
(1)	Credit for college courses			
(2)	New learning in college courses			
(3)	Tutoring by college tutors			
(4)	Completing required high school courses			
(5)	Individual study at the college			
(6)	College reading program			
(7)	Help from teachers			
(8)	Wages received			
(9)	Learning to do a job			
(10)	Feeling of accomplishment in doing a job			
(11)	Helpfulness of work supervisor			
(12)	High school counseling			
(13)	Help from N. Y. C. counselors			
(14)	Academic counseling			
(15)	Personal counseling			
(16)	Organized "rap" sessions			
(17)	Process of selecting enrollees			
(18)	Transportation to college			
(19)	Arrangements for lunch			
(20)	Orientation to college			
(21)	Recreational activities			
(22)	Trips and other special events			
(23)	Contacts with college students			
(24)	Contacts with other N. Y. C. enrollees			
(25)	Just being on a college campus			

EVALUATION TECHNOLOGY CORPORATION 11970

(To be completed late in the program by
the enrollee and a college financial aids advisor)

NYC GOES TO COMMUNITY COLLEGE

FINANCIAL AIDS RECORD

Name of Enrollee______________________ _______________Date_____________

High School____

Name of Financial Aids Advisor__________________________

College____

Vocational Goal____

____

____

Educational Plan -- Post High School____

____

____

Estimated cost of first year
of post high school education:

Plan for meeting expenses:

Suggestions of Financial Aids Advisor:

One copy to be completed early and one copy late in the program, by each work supervisor.

(5)

N. Y. C. GOES TO COMMUNITY COLLEGE

WORK SUPERVISOR'S RATING SCALE

Work Supervisor______________________________ Name of Enrollee________________________

Job____ Date of Rating________________________

Below are 10 statements about things that work supervisors consider important when it comes to how the enrollee is doing. We would appreciate your telling us how each one applies to this enrollee. Use the code beside this instruction to evaluate each trait. Circle the number that best applies to the enrollee.

CODE

1. This describes just how the enrollee is.
2. This is true most of the time.
3. Sometimes this is true of the enrollee.
4. This is not usually so.
5. The enrollee is not like this at all.

1.	Follows instructions properly	1	2	3	4	5
2.	Takes orders from those who supervise him (her) without resentment	1	2	3	4	5
3.	Dresses right for the job	1	2	3	4	5
4.	Takes some pride in work and doesn't just rush through to get it finshed	1	2	3	4	5
5.	Keeps busy without having to be told what to do every minute.	1	2	3	4	5
6.	Gets along with others on the job	1	2	3	4	5
7.	Gets to work on time	1	2	3	4	5
8.	Shows some initiative in taking on a piece of work	1	2	3	4	5
9.	Doesn't make trouble on the job	1	2	3	4	5
10.	Asks questions if problems come up – Doesn't just go ahead and do the job wrong	1	2	3	4	5

11.	(Summary Rating) Shows the kind of qualities on the job that will make him a good worker after he leaves N. Y. C.	1	2	3	4	5

EVALUATION TECHNOLOGY CORPORATION 11970

N. Y. C. GOES TO COMMUNITY COLLEGE

COUNSELOR'S RATING SCALE

Counselor's Name ____________________ Name of Enrollee Being Rated ____________________

Relationship to Enrollee ____________________

On this sheet are 11 statements about enrollee behavior that counselors consider important in determining how well an enrollee is coming along. We would appreciate your evaluation of how these apply to this enrollee.

Please read each statement *carefully*. Then *circle one* of the numbers 1 to 5 that best indicates how the statement applies to the enrollee.

1	2	3	4	5
This Describes the Enrollee Perfectly	*This is True Most of the Time*	*Sometimes This is True of the Enrollee*	*This is Not Usually So*	*The Enrollee is Not Like This At All*

1.	Pays attention to good grooming and dresses appropriately	1	2	3	4	5
2.	Is open about discussing personal and job problems	1	2	3	4	5
3.	Shows little resentment and hostility	1	2	3	4	5
4.	Is cooperative and willing to listen to suggestions	1	2	3	4	5
5.	Makes realistic plans about future jobs	1	2	3	4	5
6.	Shows poise and self-assurance	1	2	3	4	5
7.	Is coherent in expressing himself (herself)	1	2	3	4	5
8.	Is motivated to want to work and expend effort	1	2	3	4	5
9.	Shows good day-to-day planning so that he (she) can handle the job (doesn't let home life interfere, for example)	1	2	3	4	5
10.	Indicates a willingness to enroll in school or some sort of training on a part-time basis	1	2	3	4	5
11.	Is present on time for appointments	1	2	3	4	5
12.	(Summary Rating) Shows qualities that indicate he (she) will do well after leaving N. Y. C.	1	2	3	4	5

EVALUATION TECHNOLOGY CORPORATION 11970

To be completed near the end of the program by each person (college, NYC, high school) who has been in a position to observe the program. (8)

NYC GOES TO COMMUNITY COLLEGE

STAFF EVALUATION OF THE PROGRAM AS A WHOLE

Name of respondent ______________________ Organization ______________

Position ______________________________ Date ____________________

1. Did the program lead to enrollee growth? In what directions?

2. Did the program help your organization (college, high school, NYC.) improve its service? How?

3. Did the program improve communication between the public institutions involved and the economically disadvantaged community?

4. Should the program be tried again next summer in your community?

Yes (Pros)	No (Cons)

5. What is your conclusion?

6. If you think the program should be tried again, how would you change it?

7. Would you be interested in working in future NYC Goes To Community College programs?

What happened to individuals? Statistics and generalities don t tell the whole story. Did you see anything happen to an individual enrollee? Please describe it. See the next page.

N. Y. C. GOES TO COMMUNITY COLLEGE

Report of Incident

(Please complete near the time of the incident, and hand to the coordinator)

Reported by:________________________ College:___________________________

Name of enrollee:______________________________

Situation:

Event:

To be completed by each person in position to observe (9)

NYC GOES TO COMMUNITY COLLEGE

STAFF EVALUATION OF COMPONENTS OF THE PROGRAM

Name of respondent______________________________ Organization________________

In your opinion, how helpful to the enrollees were the following aspects of the program?

	Very Helpful	Some Help	No Help
(1) Credit for college courses	____	____	____
(2) New learning in college courses	____	____	____
(3) Tutoring by college tutors	____	____	____
(4) Completing required high school courses	____	____	____
(5) Individual study at the college	____	____	____
(6) College reading program	____	____	____
(7) Help from teachers	____	____	____
(8) Wages received	____	____	____
(9) Learning to do a job	____	____	____
(10) Feeling of accomplishment in doing a job	____	____	____
(11) Helpfulness of work supervisor	____	____	____
(12) High school counseling	____	____	____
(13) Help from NYC counselors	____	____	____
(14) Academic counseling	____	____	____
(15) Personal counseling	____	____	____
(16) Organized "rap" sessions	____	____	____
(17) Process of selecting enrollees	____	____	____
(18) Transportation to college	____	____	____
(19) Arrangements for lunch	____	____	____
(20) Orientation to college	____	____	____
(21) Recreational activities	____	____	____
(22) Trips and other special events	____	____	____
(23) Contacts with college students	____	____	____
(24) Contacts with other NYC enrollees	____	____	____
(25) Just being on a college campus	____	____	____

What were the best features of the NYC Goes to Community College program?

NYC GOES TO COMMUNITY COLLEGE

STAFF EVALUATION OF PROGRAM PRACTICES

Name of respondent________________________ Organization______________

Position ____________________________ Date________________

Please express your judgment of the value of each of the following practices in the operation of an NYC Goes to Community College program, by marking E (an essential practice), U (a useful practice), or D (a doubtful practice).

PRACTICES IN PROGRAM MANAGEMENT:

1. Early agreement between NYC sponsor, the community college, and the high schools involved on the philosophy and objectives of the program. ______
2. Use of an advisory committee including membership from the college, the NYC sponsor, and the high schools. ______
3. Clear assignment of responsibility for campus administration of the program. ______
4. Early definition of criteria for enrollment in the program, and recruitment of enrollees. ______
5. Clear and agreed upon arrangements for payroll accounting. ______
6. Clear and agreed upon arrangements for paying enrollees on time. ______
7. Planned arrangements for transportation, lunches, and textbooks. ______
8. Planned arrangements for on-going operational evaluation,for before and after goal accomplishment evaluation, and for terminal procedural evaluation. ______

____

____

____

____

PRACTICES IN COLLEGE COURSES FOR NYC ENROLLEES:

9. Provision for enrollee choice of courses. ______
10. Provision of developmental level courses. ______
11. Provision of career slanted vocational courses.. ______
12. Provision of academic support courses, (e.g., reading, study skills, etc.) ______

13. Provision of individual tutoring when needed. ______

14. Provision of a learning center for implementing individual study by NYC enrollees. ______

____

____

____

____

PRACTICES IN PROVIDING WORK EXPERIENCE FOR NYC ENROLLEES:

15. Identification of meaningful jobs. ______

16. Arrangements for instruction, supervision, and evaluation of work experience. ______

____

____

____

PRACTICES IN COUNSELING SERVICES FOR NYC ENROLLEES:

17. Firm commitment of counseling time of regular college counselors. ______

18. Provision of financial aids counseling for NYC enrollees. ______

19. Use of community college students as counselor aides. ______

20. Provision of group counseling for NYC enrollees. ______

____

____

____

PRACTICES IN PROVIDING RECREATION AND ACTIVITIES FOR NYC ENROLLEES:

21. Arrangements to open college facilities for NYC enrollees. ______

22. Provision of a planned program of campus and community recreation for NYC enrollees. ______

____

____

____

____

EVALUATION
TECHNOLOGY
CORPORATION

323 17TH ST. SAN BERNARDINO, CALIF. 92405

City______________________________
College___________________________

NYC GOES TO COMMUNITY COLLEGE

ENROLLEE REPORT
(To be completed by each enrollee near
end of term or at time of leaving)

Name____ Date_______________________ Sex M ___ F ___

Date you entered Program_______________ Total credits earned by end of this term_____

Courses now taking:

Work Assignment:

Things I Liked About The NYC-College Program	Things I Disliked About The NYC-College Program

If you were invited to design a NYC-College Program, what changes would you make?

What are the best features of a program like this? Check your opinion:

Credit for college courses ___
New learning in college courses ___
Tutoring by college tutors ___
Completing required high school courses ___
Individual study at the college ___
College reading program ___
Help from teachers ___
Wages received ___
Learning to do a job ___
Feeling of accomplishment in doing a job ___

Helpfulness of work supervisor ___
High school counseling ___
Help from NYC counselors ___
Academic counseling ___
Personal counseling ___
Career counseling ___
Organized "rap" sessions ___
Contacts with college students ___
Contacts with other NYC enrollees ___
Just being on a college campus ___

In what ways has this experience been beneficial to you? (continue on back)

EVALUATION
TECHNOLOGY
CORPORATION

323 17TH ST. SAN BERNARDINO, CALIF. 92405

City_______________________________
College____________________________

NYC GOES TO COMMUNITY COLLEGE

STAFF EVALUATION OF THE PROGRAM AS A WHOLE

To be completed near the end of the program by each person (college, NYC, high school) who has been in a position to observe the program.

Name of Respondent_____________________________ Organization______________________

Position_______________________________________ Date______________________________

1. Did the program lead to enrollee growth? In what directions?

2. Did the program help your organization (college, high school, NYC) improve its service? How?

3. Did the program improve communication between the public institutions involved and the economically disadvantaged community?

4. What were the best features of this program?

5. What were the weaknesses, or problems?

6. If you think the program should be tried again, how would you change it?

NYC Goes To Community College
SUMMARY REPORT ON PROGRAM VISIT

College______________________________

In school__________
NYC-2__________
NYC-1__________

Sponsor(s)______________________________

Number of enrollees__________ M__________ F__________

CHARACTER OF THE PROGRAM:

Weekly hours: Class__________ Work__________ Supportive services__________

Enrollee assignment arrangement:

Courses:

Jobs:

Supportive services:

SPONSOR EVALUATION (by______________________________)

over-all effectiveness:

best features:

problems:

COLLEGE EVALUATION (by______________________________)

over-all effectiveness:

best features:

problems:

ENROLLEE EVALUATIONS (Is this program turning out to be good for you?)

A. Yes No Comment

B. Yes No Comment

C. Yes No Comment

D. Yes No Comment

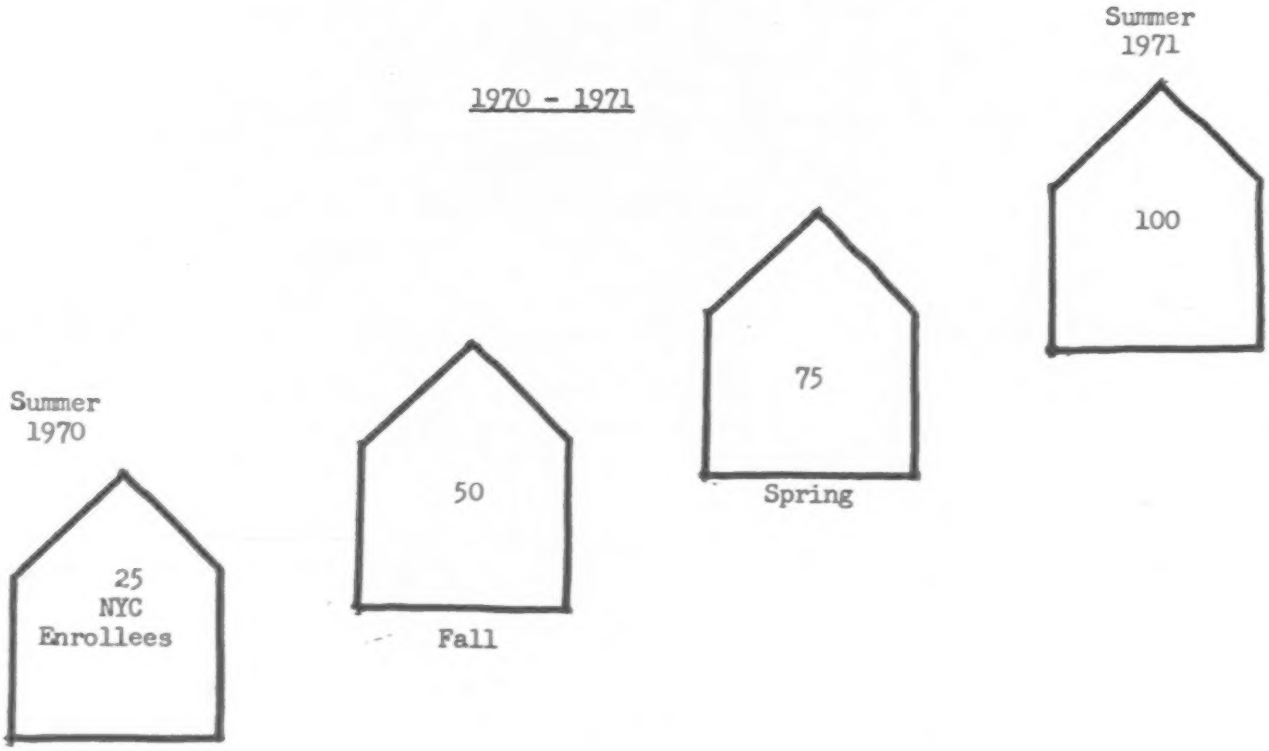
E. Yes No Comment

Visitor:______________________________ Date:__________

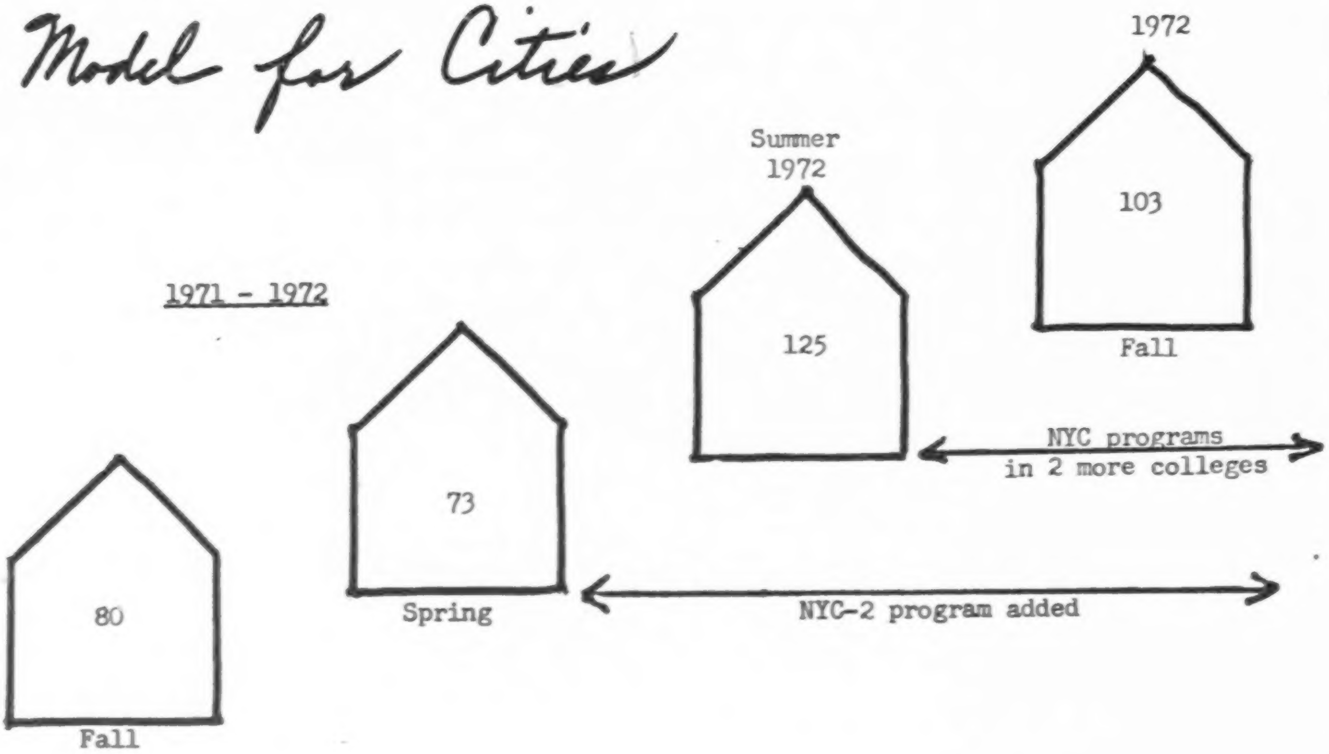
VII. ST LOUIS NYC GOES TO FOREST PARK COLLEGE:

A MODEL FOR CITIES

St. Louis N.Y.C.
goes to
Forest Park College



A Model for Cities


1971 - 1972
80
Fall
73
Spring
Summer
1972
125
1972
103
Fall
NYC programs
in 2 more colleges
NYC-2 program added

WHO WERE THE ENROLLEES?

All enrollees were:

- In-school NYC eligibles
- Residents of the Junior College District of St. Louis
- Identified by high school counselors as low incentive, limited opportunity pupils
- Most were under-achievers

Summer enrollees were between their junior and senior year in high school.

Academic year enrollees were high school seniors attending high school and college at the same time.

TIME PATTERNS IN THE ST. LOUIS PROGRAM.

Summer Sessions: 8 weeks, with 30 hours per week.

Academic Year: 2 semesters of 18 weeks each.
NYC enrollees attend evening classes 4 days each week for 6 hours of classes and 2 hours of counseling and tutoring.

JOBS and COURSES.

The In-Group Approach.

The St. Louis plan emphasizes the use of "in-group" classes (restricted to NYC enrollees) for one or two terms before admitting the enrollee to full choice of courses from the regular college schedule. The sheltered classes are felt to develop self-confidence, academic survival skills, and a supportive group solidarity. In every case the in-group courses are from regular college offerings. The NYC class is merely a special section of a course. Interest and competency of the instructor is more important than the subject field.

Pilot term (Summer 1970):

The twenty-five enrollees in the program were enrolled in the same two courses: English composition and a psychology course identified as a "Career Potential Workshop." The English course stressed language information and writing skills with broader application than just to English classrooms. Effort was made to develop self-confidence and a feeling for language as well as the skills needed for success in college study. The Human Potential Workshop sought to identify personal strengths in each students, to focus on right actions and success experiences. The goals were self-determination, self-motivation, and an increase in self-worth, and self-confidence. The class was divided into small groups and was conducted through open discussion in a responding group. Individual inputs into the group were encouraged by a planned series of assignments involving personal encounter, meditation, and reading.

Enrollee work assignments at Forest Park were as community service aides, with the work project being an investigation of the extent to which selected city residents were informed about the services of the community college. Enrollees were trained in field survey methods, in interviewing, in questionnaire construction, in data analysis and reporting.

The students interviewed 500 persons in five residential neighborhoods of St. Louis, tabulated the information and prepared a report for use by the college in its future planning.

(1971 and 1972 Summer Sessions):

The work component was replaced by a group of no-credit supportive and enrichment "mini-courses." These included:

Sex education
Drama
*Music appreciation
* Art
Reading
Piano
Creative Writing
*Mathematics
*Modern dance
Human relations
Contemporary Issues
Photography
Vocabulary Development

Mini-classes met for 2 one hour meetings each week. Each enrollee chose 3 or 4 of these classes. Starred (*) classes were taught by former NYC students currently enrolled in the college.

Credit courses:

Each enrollee took English composition and elected two other courses from these:

Oral communication
American history
Modern college mathematics
Human relations
Introduction to Sociology
Art
Music appreciation
Biology 1.

1970-71, 1971-72, and 1972-73 Academic Terms:

All evening classes. No work component. Each enrollee took 2 courses. "In-group" courses included:

English composition
American history
Modern college mathematics
Sociology of the family
Biology 2.

After his first NYC Goes to College term, most enrollees were permitted to choose one or both of his courses from the regular college schedule.

Support services:

- Open use of college facilities. Forest Park College is large and well equipped. NYC usage, during summers and evening hours of the academic year is at times that avoid peak loads. All college facilities are available. Particularly useful are the offices, meeting rooms, study carrels in the halls, and the college library.

- Counseling is a joint responsibility. The NYC sponsor provides a full -time counselor for attendance counseling, articulation of support services with studies, and trouble shooting on personal problems. The college counsels on career selection, educational planning, and search for scholarship opportunities after the NYC program. The college provides an on-campus office for the NYC counselor.

- Tutoring, programmed learning, improvement in reading skill, and other individually needed academic supports are provided by college employed aides, by the college reading laboratory, and by continuous internal communication between the college and NYC staff.

- Financial aids advising, especially directed toward helping each enrollee develop a support program for continuing college or other career plan is provided by counselors and counselor aides.

- The support program at Forest Park has emphasized use of internal resources more than enrichment trips of off-campus entertainment. However, each summer programs has included occasional outings to activities chosen by the enrollees.

Program Management:

- To an unusual degree the program at Forest Park has utilized "Team" control of all activities. The team has varied in membership but has always included the college appointed program coordinator and the NYC employed counselor. Added to these have been the instructors of NYC courses, the counselors, aides, and other college personnel related to particular problems. This team has held frequent (at first weekly) meetings and has insisted on a high degree of concensus in all decisions. (On such matters as choice of courses, choice of teachers, scheduling of classes, enrollee control practicies, budget decisions.)

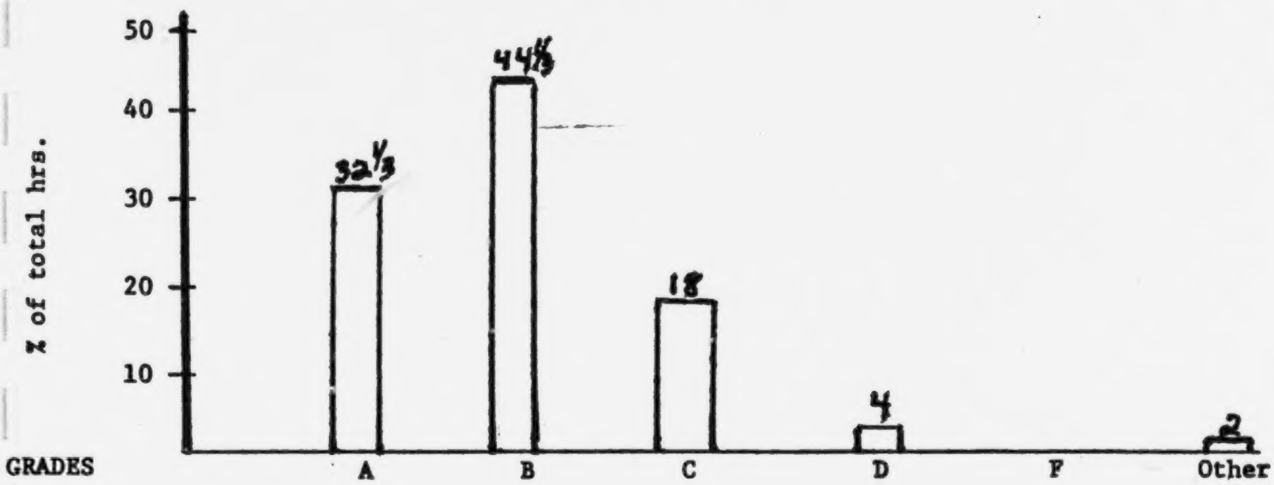
Fiscal arrangements:

The NYC sponsor pays the tuition and the cost of books. The college provides program direction, instruction in credit courses, tutoring, the use of a learning laboratory for individualized study, the use of a college office for the NYC counselor, and the use of other needed facilities.

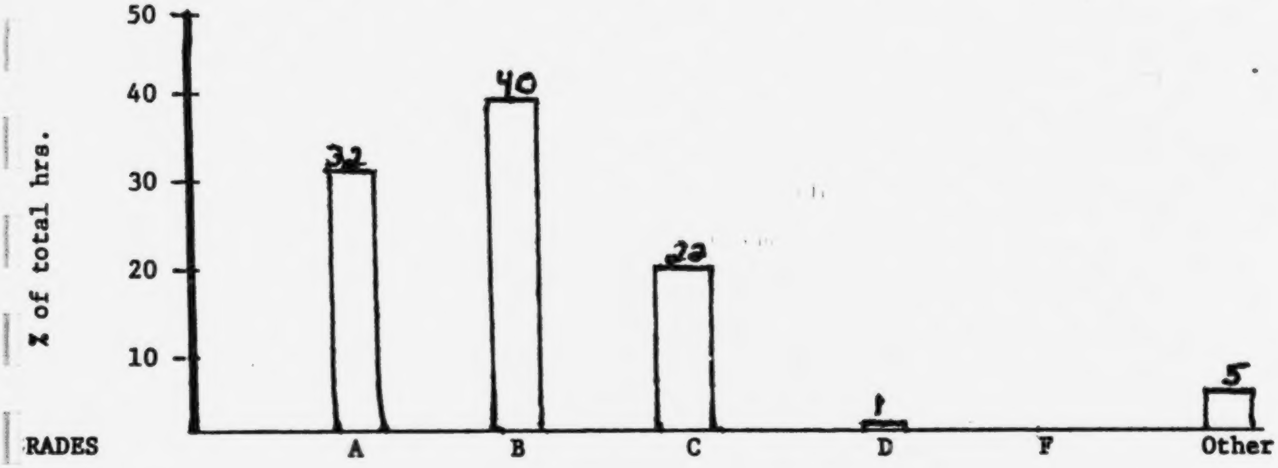
SOME ACCUMULATING OUTCOMES of the FOREST PARK PROGRAM:

Grades Earned During Two Terms:

SUMMER 1971 **100 Students** **900 Hours total**



FALL 1971 **80 Students** **484 Hours total**



School Holding Power of the Program:

Table I

School Survival of Enrollees: A Follow-up Report on 1970 and 1971 Summer Enrollees

Year	No. of Enrollees in Summer Program(1)	No. Returning to High School and Graduating at end of Senior Year	No. of Dropouts
1970	25	22	3(2)
1971	100	96	2(3)

(1) Enrollees were economically disadvantaged high school juniors with C-D grade averages, (a high dropout prone group).

(2) One dropout entered college with a scholarship.

(3) One dropout is still making up credits to graduate later.

Table II

College Admissions from the Summer NYC Programs for 1970-and 1971

Year	No. of Enrollees in the Program	No. entering Forest Park after high school	No. entering other colleges after high school
1970	25	4	11(1)
1971	100	32	43(1)

(1) All of these were admitted to four year colleges with scholarships obtained as a result of the NYC Goes To College financial aids advisement program.

Why Has The Program Worked?

- First of all, there was a need -- there were the Ruby's, the Gail's, the Robert's, the Pearl's -- youth needing opportunity, youth with the courage to try.
- The Sponsor and the College recognized the shared goal of widening opportunities for youth.
- The Sponsor and the College each had usable resources. The sponsor had money for wages, had a going program of work experience, had expertise in reaching youth with needs. The sponsor's program in St. Louis was large enough to accommodate a quality component.
- The Sponsor's funding agency, the Seventh Region of the U.S.D.O.L. was supportive of innovative programs.
- The College had an inspiring campus, available instructional spaces, personnel with expertise in teaching, programs that combined education, training, and personal development.
- From the outset the agreements to run the program recognized the need for mutual support -- for joint sharing of costs. Contracts where one party benefits while the other pays do not survive hard times.
- Top management in each agency recognized its valid role -- to set goals and policies, and then to give program operators the authority to carry out detailed responsibilities.
- The assigned program operators for each agency were able to effect a leadership team with a high level of mutual trust.
- The Leadership Team worked actively at coordination, with frequent meetings, on-going evaluation, feedback, and correction.
- Program workers at paraprofessional and clerical levels were included in planning.
- Early rapport with NYC enrollees made possible utilization of their judgments and suggestions.
- The program found good teachers, teachers with enthusiasm for their subject, teachers who were not afraid of students, teachers who could give and receive love.

- Instruction for NYC courses was built into the regular departments and faculty of the college -- thereby gaining acceptance and support of the program.
- The NYC enrollees accepted the challenge of opportunity and the challenge of trust. They worked, they studied, they made the program go.

An Evaluation by the NYC Director:

SAINT LOUIS NYC GOES TO COLLEGE

The success of the Saint Louis NYC Goes to College program for marginally achieving high school students and young people who have left school prematurely, continues to astound us. We think it quite safe to say that measured by any criteria this program has served as the catalytic agent to several hundred young people.

NYC Goes to College in Saint Louis has continued to flourish since its inception in the Summer of 1970 and subsequently gained national prominence. It is our opinion that the ability and willingness of the Junior College District and the Neighborhood Youth Corps to unite in spirit and in effort for the benefit of the students is tremendously significant. Although this marriage began precariously, it has blossomed into a romance of rare proportion.

Many of our young people have received scholarships as a result of their participation in NYC Goes to College. We are proud to have our young men and women inspired to continue in college. The concern that we provide the vehicle by which our young people can make more realistic assessments of their capabilities has been and will continue to be paramount. Once they have achieved this goal, college, marriage, vocational career, etc., will all be imminently more relevant in their lives.

Daniel Williams

Daniel Williams
Director
Saint Louis Neighborhood Youth Corps

ACKNOWLEDGMENTS -

NYC GOES TO COMMUNITY COLLEGE programs have developed and expanded through the action of many people. Grateful acknowledgment is due to several U. S. Department of Labor offices in Washington, to officials in the ten Regional offices of the Department of Labor, and to a host of local NYC directors and community college administrators.

Washington Staff of the U. S. Department of Labor:

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Thaddeus Walters, Project Officer, Office of Research and Development
Ian Pearis, Chief, Division of Work Experience Programs
Margaret Cardwell, Division of Work Experience Programs

Special thanks are due to Mr. Joseph Seiler, Chief of the Division of Operations Research. Mr. Seiler has given continuous leadership to this search for improving the quality of career training for youth.

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The final report of the NYC GOES TO A COMMUNITY COLLEGE project was prepared for the Evaluation Technology Corporation by J. W. McDaniel

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COMMUNITIES SERVED BY NYC GOES TO COMMUNITY COLLEGE

Hartford, Conn. Mays Landing, N.J. Monaca, Pa. Philadelphia
Pittsburgh Trenton Wilmington Abingdon, Va. Birmingham
Camden, Ark. Corpus Christi Dallas Durham, N.C. Ferrum, Va.
Greenwood, S.C. Hamtpon, Va. Hunt Co. Tex. Jackson Co., Miss.
Little Rock Miami Mobile New Braunfels, Tex. Odessa, Tex.
Oklahoma City Rocky Mount, N.C. Sylva, N.C. St. Petersburg
Tarboro, N.C. Warrenton, Va. Whiteville, N.C. Berrien Co., Mich.
Chicago Cedar Falls Cedar Rapids Cleveland Council Bluffs
Columbia, Mo. Des Moines Dixon, Ill. Escanaba, Mich. Evansville
Flat River, Mo. Grand Rapids Joliet Keshena, Wis. Kansas City, Ks.
Kansas City, Mo. Mason City, Ia. Milwaukee Omaha Ottumwa, Ia.
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ETC
EVALUATION
TECHNOLOGY
CORPORATION

EXHIBITS*

1. NYC GOES TO COMMUNITY COLLEGE
2. A PROGRAM FOR THE SEVENTIES
3. SUMMER NYC GOES TO COMMUNITY COLLEGE
4. TRAINING AIDS FOR 1971 INFORMATIONAL MEETINGS
5. TRAINING AIDS FOR 1972 INFORMATIONAL MEETINGS
6. NYC-2 GOES TO COMMUNITY COLLEGE
7. CONTACT FILE OF COLLEGES AND NYC SPONSORS

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* UNDER SEPARATE COVER

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TABLE OF EXHIBITS

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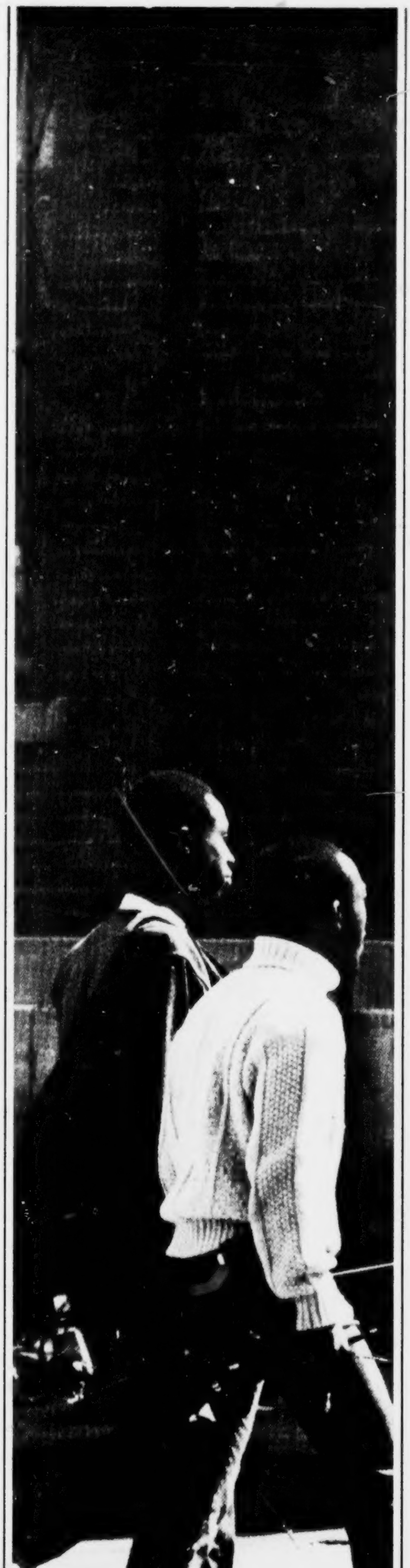

NYC Goes To A Community College

U. S. Department of Labor
Contract Agency:
Evaluation Technology Corporation

EVALUATION
TECHNOLOGY
CORPORATION

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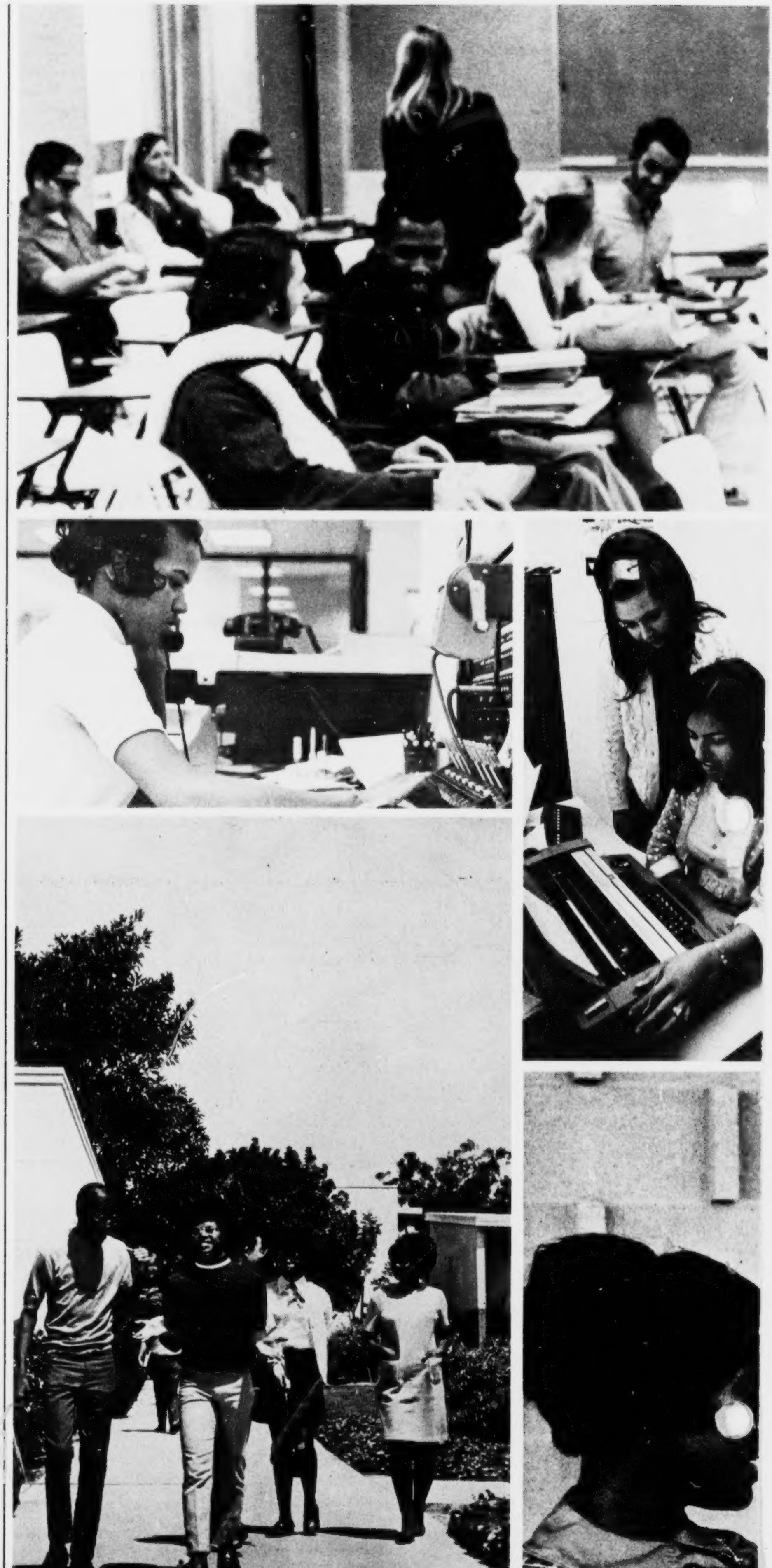
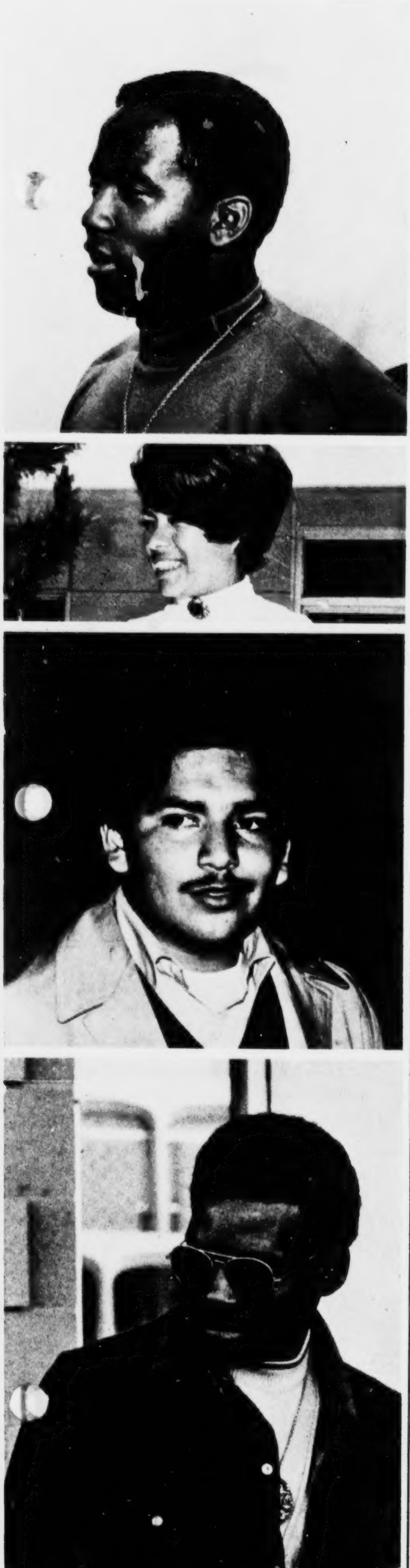




☐ Final Report

NYC GOES TO A
COMMUNITY COLLEGE
SUMMER
1969

U. S. DEPARTMENT OF LABOR
CONTRACT NUMBER
42 - 9 - 003 - 05

This report on a special manpower project was prepared under a contract with the Manpower Administration, U. S. Department of Labor, under the authority of the Economic Opportunity Act. Organizations undertaking such projects under government sponsorship are encouraged to express their own judgments freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the U. S. Department of Labor.

☐ Abstract

This is a report on the purposes, strategies, and outcomes of twelve Neighborhood Youth Corps projects carried out in California during the summer of 1969. Six Neighborhood Youth Corps sponsoring agencies and twelve community colleges combined their services and resources to give approximately five hundred NYC enrollees a ten week **work-for-wages, study-for-credit** experience. Principal thrust of the programs was to effect behavioral change by adding the incentives of a **college campus environment, college classes for credit,** and **special supportive services** to the basic NYC incentive of pay for **meaningful employment.**

Both the enrollees and the project directors report all twelve projects to have been highly successful. Coordinated programs combining Neighborhood Youth Corps services with community college resources offer a strong potential for the accomplishment of NYC purposes. This project developed a supporting rationale showing how linkage with community colleges can improve the performance of basic NYC objectives, and a set of practical guidelines for the operation of NYC programs in colleges.

□ Background

ORIGIN and purposes of the Neighborhood Youth Corps

The Neighborhood Youth Corps originated as an outgrowth of Part B of Title I of the Economic Opportunity Act. of 1964. Section 111 of this Act declared that "the purpose of this part is to provide useful work experience opportunities for unemployed young men and women . . . so that their employability may be increased or their education resumed or continued." Section 113 (par. 6) provides that "to the maximum extent feasible, the program will be coordinated with vocational training and educational services adapted to the special needs of enrollees . . . "

The Act provided for implementation of its purposes by paying wages to enrollees in return for "meaningful work," and by providing partial costs to sponsoring agencies for the development of jobs, training programs, and supportive services.

PROBLEMS encountered in effecting NYC goals

Levitan and Mangum's* review of the first three years of the Neighborhood Youth Corps makes clear that the program has been very popular, that it tackles a mammoth problem, and that its overall effectiveness is still in question. They estimate that the potential clientele of the NYC is about 2.7 million youth annually. Federal appropriations for the three years (1965, 1966, and 1967) amounted to $773 million. Average cost of the in-school program (estimated potential clientele, 2.2 million youth) was $650 per job slot, and of the out-of-school program (estimated potential clientele, one-half million youth) was $3,000. Total enrollment in the program during the three years was estimated to be one million youth.

Levitan and Mangum reviewed studies of the effectiveness of NYC programs by Dunlap and Associates, the National Opinion Research Center, the Pittsburgh Public Schools, the District of Columbia Public Schools, and the Neighborhood Youth Corps.

---

*Sar A. Levitan and Garth L. Mangum, **Federal Training and Work Programs in the Sixties.** Publication Office, University of Michigan, Ann Arbor, 1969.

While the data that are presented show more successes than failures, (in terms of staying in the program, completing high school, finding jobs) more favorable than unfavorable opinions of the value of the program by both project directors and enrollees, the reviewers could find little hard evidence to prove that the Neighborhood Youth Corps programs were meeting their goals. They reported:

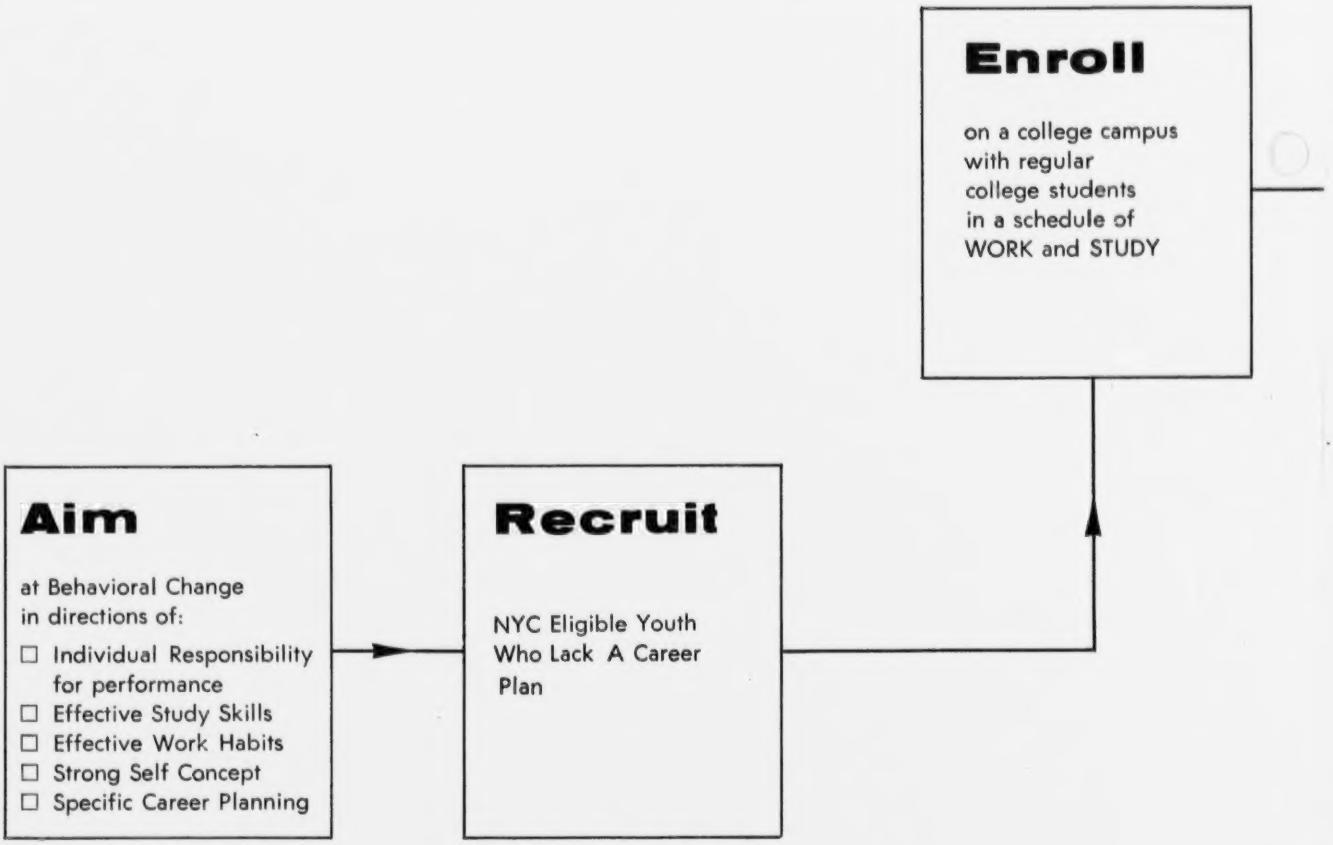
1. ". . . the effectiveness of NYC in deterring dropouts has yet to be demonstrated satisfactorily." (p. 219).
2. "While there is a positive correlation between duration of stay and the proportion who were engaged in full-time work, the proportion of those returning to full-time schooling varied inversely with the length of the NYC enrollment." (p. 225).
3. "The available data indicate that the majority of former enrollees joined NYC to get a paying job to tide them over until a better opportunity arose. Most of them thought that NYC lived up to their expectations and that the experience improved their chances for future employment." (p. 230).
4. "The positive reaction of former enrollees must be weighed against the early departure of a majority of them, and the fact that nearly two of every five who found jobs did not use NYC as a reference. In addition, nearly five of every six enrollees thought that they would need additional education or training to meet their occupational goals. Whether they possess the ability and motivation to realize their goals is another matter, but if they are to have a chance, it will be necessary to develop the institutional arrangements and adequate support to help them." (p. 230).

Need

DEVELOP A MODEL THAT CHANGES BEHAVIOR

The **typical** NYC project model involves selection and placement of an eligible enrollee in a job with a public agency, limited supervision of the job performance of the enrollee, and payment of minimum wages for the work performed. The evidence appears to be that this model sustains the youth during a possibly crucial time period in his life, but that it does not effect much change in his behavior. It is as if an external force did things to and for him, but it did not develop or release forces within him that took over from the external stimulation and provided the power for self-directed performance. **Needed is a model that generates the kind of self-start and self-push activity that our individualistic economy and society demand.** Components must be added to the "meaningful-work-for-pay" model that add goal selection, incentive building, and self-confidence.

☐ A Training Model For Effecting Behavioral Change



Enroll

on a college campus with regular college students in a schedule of WORK and STUDY

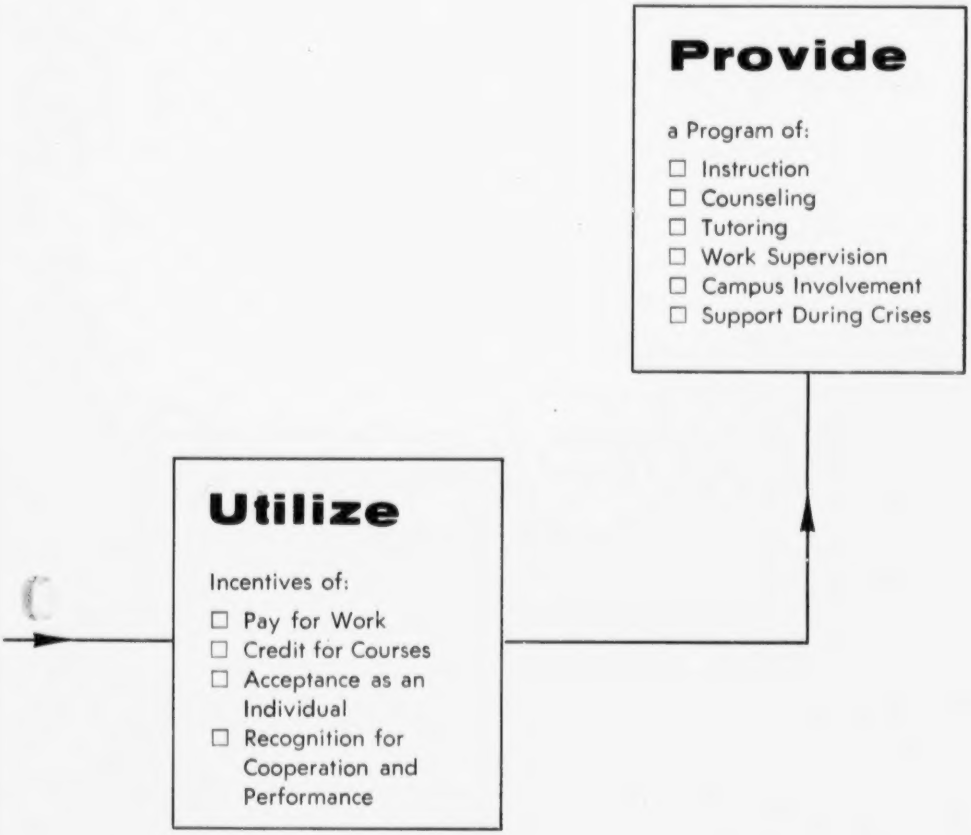
Aim

at Behavioral Change in directions of:

- ☐ Individual Responsibility for performance
- ☐ Effective Study Skills
- ☐ Effective Work Habits
- ☐ Strong Self Concept
- ☐ Specific Career Planning

Recruit

NYC Eligible Youth Who Lack A Career Plan



Utilize

Incentives of:

- ☐ Pay for Work
- ☐ Credit for Courses
- ☐ Acceptance as an Individual
- ☐ Recognition for Cooperation and Performance

Provide

a Program of:

- ☐ Instruction
- ☐ Counseling
- ☐ Tutoring
- ☐ Work Supervision
- ☐ Campus Involvement
- ☐ Support During Crises

□ Rationale

Objectives **Neighborhood Youth Corps Objectives (in order of complexity)**	**Strategies** **NYC Strategies for Meeting Objectives**
To Provide Useful Work Experience	Find employers with jobs not now being done, willing to accept NYC enrollees, and able to provide adequate job supervision. Effect firm agreement with the employer, recruit NYC enrollees, establish eligibility, motivate work acceptance, and effect satisfactory and satisfying placement. Maintain counseling relationships during employment. Maintain advisory relationships with employers.
To Provide Economic Support	Pay enrollees for their work. When necessary pay extra costs for getting workers ready for work and transport them to the job.
To Increase Employability	Combine work experience with on-the-job training. Secure education and training for enrollees when feasible. Encourage employers to effect job requirements and standards that will develop competency and pride. Increase knowledge of the work world and of job finding.
To Extend Education	Require continuance in school as a condition for NYC in-school participation. Counsel enrollees to increase education. Pay for supportive services (including tutoring).
To Motivate Economic Independence	Place enrollee in work situations that reward acceptance of responsibility and give models of successful, independent citizens. Counsel enrollees on career planning.
To Increase Productivity	Give priority to needed and meaningful jobs. Motivate pride in skill and accomplishment. Require satisfactory performance as a condition of continuing in NYC. Counsel enrollees toward enlightened self interest.

This rationale was developed by the Evaluation Technology Corporation on the basis of tested experience in twelve Neighborhood Youth Corps-in-College programs. The conclusions represent the combined judgments of NYC directors, college officers, college counselors, and NYC enrollees.

- - - - - - More Than Just Wages

Problems **Frequent Problems in Typical NYC Programs that Interfere with Accomplishment of Objectives**	**Advantages** **Potential Advantages of Linking NYC Services with Community College Resources**
Most in-school NYC work sites are in elementary and secondary schools. Available jobs are necessary and meaningful, but are limited in variety, routine in character, and offer little challenge. The job site does not challenge NYC enrollees to new goals. Personnel encountered on the job are of limited challenge. Regulations tend to be pervasive and controlling. Immediate job supervision can be adequate, but supportive counseling is not readily available.	Colleges can provide a greater variety of jobs, with more career outlets. The "campus" is a physically stimulating environment that re-enforces the setting of new goals. NYC enrollees encounter challenging models among college workers, college professors, college students. College regulations are usually freer, develop greater feelings of freedom, encourage individual decision and mature behavior. College job supervision is individualized and a variety of specialized support services is usually available.
Low incentive jobs lead to dependence upon public wages as the only reliable goal.	The opportunity to earn credit for college courses is an added incentive. Colleges have a variety of financial aids for special purposes.
Immediate job training is available, but related education is difficult to provide. Work schedules tend to be rigid. Job competency can be developed, but pride is difficult.	Community college curricula combine education and training. Facilities and courses reflect the work pattern of the community. Most students work part-time. Occupational orientation courses and college placement procedures emphasize job search. The NYC-in-College pattern involves a planned mixture of work and education.
Positive incentives to continue in school tend to be exhortatory rather than motivating. Crisis-intervention and support services are not usually available.	In physical environment, in image, in activities, in adult and peer group encounters, the college campus motivates toward continuing in school. Specialized support services, counseling and tutoring, strengthen capability for both study and work. Community colleges offer low cost continuing education, available to the NYC enrollee after he enters full employment.
The need, dignity, and worth of work can all be present, but the familiar environment, limited job pattern, and regulated environment do not raise sights or excite personal ambitions.	Greater freedoms, greater demands, greater visibility of the work world, more prestigious models, and close relating of work and study motivate goal setting and career planning.
Jobs involving mostly daily repetition of tasks are difficult to make motivating for youth. In-school jobs are usually tied in to a slow moving time-wage scale with little or no reward for individual excellence.	College pay schedules tend to be rigid, but rewards in new activity, personal recognition, new knowledge, new self-concept, new contacts, tend to encourage substitution of accomplishment for "wages only" as a personal goal.

□ Pilot Model

WHO:	**VENTURA COUNTY NYC MOORPARK COLLEGE**
WHAT:	**NYC GOES TO COLLEGE**
WHERE:	**SOUTHERN CALIFORNIA**
WHEN:	**SUMMER, 1968**

During the spring of 1968, the Director of the Ventura County in-school NYC program, Thomas R. Williams, originated and developed a variant approach to a NYC summer program by arranging to place 75 summer enrollees on the campus of Moorpark College for a ten-week work and study program. Enrollees were high school juniors, who were still in high school but who lacked plan or incentive for a life career. The college agreed to provide meaningful work stations; to provide supervision of workers; to admit NYC enrollees to regular summer session college credit classes; to provide academic vocational, and personal counseling; to provide such special tutoring, remedial instruction, and other supportive services as would be needed to help high school students succeed in college level courses; and to exercise detailed management of the ten-week program. The NYC sponsor recruited the enrollees, paid them for their work, provided transportation, participated in an advisory capacity in each phase of the program, and kept in follow-up contact with them after the program was over.

The 1968 NYC-in-College program at Moorpark was highly successful. Seventy-five enrollees started the program; **seventy-one** of them completed it. All together, the enrollees earned 351 semester units of college credit, with a grade point average of 2.17. Work performance was judged to be satisfactory in all but two instances. At the end of the program, the enrollees, the NYC sponsor, the college administration, and the college faculty all judged it a successful experience.

Outcome

During October 1969, The Ventura County NYC sponsor conducted a survey (by review of school records, and individual contact) of Neighborhood Youth Corps participants in the 1968 Moorpark College summer program. Findings were as follows:

Total number completing summer program	71
Continuing through twelfth grade and graduating	67
Still in high school (programmed to graduate)	2
Dropped out of school	2
Number reached by individual contact	61
Moved from area, unable to contact	10
Number in colleges and universities	39
Percent reached who entered college	64%
Additional percent who now plan to enter college	6%
Number employed	9
Unemployed	2

As a result of this follow-up survey, made more than a year after the 1968 summer program, the NYC sponsor concluded:

> "The program exceeded our expectations. We can say with assurance that for these NYC enrollees the cycle of poverty is broken. They have a future. This program model could well serve to extend the benefits of the campus environment and experience to many thousands of disadvantaged students."

□ Why Success

WHY DID THE VENTURA-MOORPARK COLLEGE PROJECT SUCCEED?

1. Neighborhood Youth Corps and College cooperation established a program **planned for behavioral change.**
2. The **total environment** of the college campus was both self-enriching and status rewarding.
3. Greater freedom in course choice and in control of behavior **required self-involvement** in the program and encouraged greater maturity.
4. Paid work experience in a one-to-one relationship with responsible college workers gave the enrollees **new adult models.**
5. In-class and on-campus merging of NYC enrollees with in-group college students gave **new peer models.**
6. Opportunity to earn credit in college courses was **incentive building.**
7. Vocationally oriented courses (e.g., typing) gave direct training in a **salable skill.**
8. Special developmental courses (e.g. reading) gave each enrollee the opportunity to experience success in learning at his **own pace and style .**
9. **Individual counseling and tutoring** intervened before crises developed and provided therapeutic support.
10. Ten weeks of actual experience in one of society's bureaucracies (COLLEGE) encouraged enrollees to feel that they could **find their way through other bureaucracies.**

Expanded Model

The 1969 NYC Goes to a Community Coll e

The 1969 project was an extension to six additional NYC twelve additional community colleges of the best features Moorpark model, utilizing the individual resources and college.

The Specific Obligations of the College:

To provide adequate total program supervision.

To provide counseling services, including initial orientation (after trainees are selected)

- individual assessment of abilities and needs,
- individual programming into classes,
- individual assignment into a campus job,
- counseling and supervision of study program and work program,
- evaluation of progress,
- health counseling.

To provide instruction in regular classes.

To provide for a 10 week program.

To provide 50 campus jobs (and supervision).

To keep adequate fiscal and student personnel records.

To share in extra costs (by in-kind matching).

The Obligations of the NYC Sponsor

To provide funds for 10 weeks of study and employment for each trainee (paid directly to the trainee by NYC).

To select and recruit the trainees (with cooperation of high school counselors).

To provide transportation for trainees

To share in the extra cost of supervision, and counseling.

To coordinate intake counseling and follow-up counseling of trainees.

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The **plan for each college** involved:

The Project:	Enroll fifty disadvantaged high school students in the 1969 summer session.
The Purposes:	To give work experience in paid employment. To increase employability. To improve self-esteem by giving strongly supported opportunity for a success experience in an enriching situation. To encourage community colleges to expand their services for disadvantaged students.
The Trainees:	Eleventh grade in-school (16 years old and 17 years old) pupils selected on basis of needing economic support in order to stay in school, as needing help in making personal career plans, and as interested in a summer work and study program.
The Program:	Welcome each trainee into the college community, Supply an incentive building environment, Provide courses suitable for the trainees (regular S.S. classes and special classes), Supply supervised employment for each trainee, Counsel and (where necessary) tutor each trainee, Pay enrollees for their work, grant credit for courses passed.

A Profile of **NYC Students**

Sex	**Number**	**Per cent**
Male	142	30
Female	328	70
Total Number	470	
Age		
15	22	5
16	180	38
17	232	49
18	36	8

Race or Ethnic Origin	**Number**	**Per cent**
Brown	284	60
Black	132	28
White	45	10
Other	9	2

Previous Schooling: All enrollees had completed the eleventh grade.

Socio-economic background: All enrollees were certified by NYC sponsors as meeting NYC eligibility requirements.

The NYC **Community Colleges**

Cerritos College — Norwalk, California
DeAnza College — Cupertino, California
East Los Angeles College — Los Angeles, California
Gavilan College — Gilroy, California
Hartnell College — Salinas, California
Los Angeles City College — Los Angeles, California
Monterey Peninsula College — Monterey, California
Mt. San Antonio College — Walnut, California
Pasadena City College — Pasadena, California
San Jose City College — San Jose, California
Southwestern College — Chula Vista, California
West Valley College — Campbell, California

Typical **Job Assignments** of NYC Students

Job assignments of NYC enrollees usually involved working with a college teacher, a college administrator, or a college secretary. The NYC enrollee was brought into a **one-to-one relationship** with a person in the mainstream of college activity. This model formulating relationship was found to be more important for **influencing self and career attitudes** than the particular work site, work materials, or work activities. The jobs were of the kinds found in a college.

Clerks for Instructional Departments	122
Clerical Assistants in College Offices	57
Library Assistants	38
College Bookstore Assistants	34
Maintenance Department Assistants/Clerks	32
Physical Education Department Assistants	24
Custodial Department Assistants	23
Cafeteria Assistants	22
College Warehouse Assistants	19
Landscaping Department Aides	16
College Duplicating Department	12
College Steno Pool	12
Audio-Visual Department	12
Others (Switchboard; Keypunch Operators; Art Gallery Guards; Study Skills Center; Circulation Clerk; Theater Shop	47

Courses

Taken By NYC Students

Most of the courses taken were regular summer sesson offerings of the college, and NYC enrollees were placed in course sections with other summer session students. In a few instances, special sections of regular courses were offered at hours compatible with the work schedule of NYC students.

Courses chosen by students in descending order of frequency:

- English
- Reading
- Social Sciences
  - History
  - Government
  - Sociology
- Psychology
- Secretarial Skills
  - Typing
  - Shorthand
  - Office Procedures
- Music and Art
- Mathematics (Mostly Business Mathematics)
- Health
- Science

Courses judged by College staff to have been most valuable for Students:

- Reading
- Psychology
- Secretarial Skills
- English
- Developmental Mathematics
- College Orientation
- Social Sciences
- Health

Note: Value of standard academic courses judged to be highly related to individual readiness and need.

Evaluation-Students

STUDENT ACADEMIC SUCCESS

GRADES EARNED BY NYC STUDENTS
(N = 784 courses)

Mark	No.	Per cent
A	39	5%
B	94	12%
C	267	34%
D	141	18%
F	47	6%
Passing	94	12%
W	102	13%

Grade Point Average: 2.28

Failures were kept low by counseling and tutoring.

STUDENT REACTION TO COMPONENTS OF THE PROGRAM

1. Enrollee Opinions About NYC Goes to College Program.

	Helped	No Special Influence	Hindered
Process of selecting students	58%	26%	8%
Tutoring by college tutors	42	56	
Study time at college	74	22	4
College reading program	68	18	4
Transportation to college	44	28	16
Arrangements for lunch	34	44	12
Pay for work performed	84	6	
Help from teachers	68	24	8
Courses taken at college	68	22	6
Academic counseling	36	54	4
Personal counseling	54	30	8
Orientation to the college	76	18	2
Recreational activities	60	34	
Job assignment	92	6	
Helpfulness of work supervisor	86	12	
Trips and other special events	56	34	4

2. How did your summer at college affect your personal plans?

	Definitely Influenced Your Plans	No Influence
a. Plan to finish high school next year	58	38
b. Choice of high school courses for next year	40	54
c. Choice of a future job	56	38
d. Plans for college attendance	72	24

3. Future Plans: In the future do you plan?

	Yes	No
a. To complete high school	100	
b. To go to work before completing high school	38	62
c. To enter employment after high school	70	28
d. To attend college after high school	84	8
e. To attend this college	82	24
f. To enter military service after high school	6	84

Evaluation-Staff

Staff Reaction to the Components of the Program

	Very Helpful	Some Help	No Help
Student work-experience	82%	18%	
The college courses	76%	24%	
Counseling and guidance offered	56%	36%	8%
Total campus experience	80%	20%	

WORK SUPERVISOR RATING OF JOB COMPETENCE

	Excellent	Satisfactory	Poor
Was his **initial** performance	18	76	6
Was his **terminal** performance	46	52	2

In what ways were NYC students changed?

- More maturity and awareness of what college had to offer.
- Students gained more confidence in abilities and, because of the environment, became interested in furthering education.
- Learned more job operations.
- Their attitude toward school and formal education improved markedly.
- Attitudes toward themselves changed in a positive way.
- Many were able to see new opportunity through further education. Some individuals realized that college was within their reach.

What were the best features of the NYC-College Program?

- Enabled students to get a taste of college experience and earn money in a good work situation.
- Program not only provided real help at present, but trained a person who might work at the college in the future.
- The complete and dramatic change of environment from Barrio School to College Campus.

Evaluation-Practices

FINAL EVALUATIONS OF PRACTICES

At the end of the summer NYC program on each campus, local NYC sponsors and college leaders were invited to respond to an organized "Check List for Developing and Evaluating Desirable Components of a Neighborhood Youth Corps — Community College Work Study Program." Thirty-eight responses were received, representing accumulated judgments of management personnel from each of the twelve programs, concerning the relative usefulness of each of forty-three practices, separated into eleven categories. The practices that were judged by this group to be the best have been organized into a pattern of guidelines for the operation of similar programs. Conclusions from these evaluations were as follows:

ESSENTIAL PRACTICES

- Early college and NYC agreement on the number of slots.
- Early agreement on responsibility for recruitment.
- Early agreement on sharing of costs.
- Acceptance by the college of primary leadership of the program.
- Identification and assignment of a project director.
- Provision in the summer instructional program of academic support courses, (e.g., reading, study skills, etc.).
- Provision for use of teachers with acceptance and experience in teaching disadvantaged students.
- Identification of sufficient specific jobs for enrollees.
- Inclusion of variety and multiple levels in jobs selected.
- Identification of acceptable and acceptant job supervisors.
- Provision for on-the-job training.
- Identification and assignment of counselors with demonstrated rapport with NYC clients.
- Planned provision for tutoring services.
- Identification of tutors competent in subject fields and in rapport with learners.
- Specific plans for recruiting eligible enrollees.
- Early agreement on information about the program that is to be released to enrollees.
- Clear and agreed upon arrangements for keeping time records and paying enrollees on time.
- Arrangements to open the facilities to NYC enrollees and to welcome them to the college community.
- Development of informed and acceptant attitudes toward NYC enrollees by all college personnel.
- Formulation of a design and plan for evaluation of the program in terms of hard data, subjective opinions of enrollees and supervisors, and follow-up after the program is completed.

USEFUL PRACTICES

- Appointment and regular use of a broad-based Policy Committee.
- Provision of some developmental level courses especially created for NYC enrollees.
- Firm commitment of counseling time of regular college counselors for the summer NYC program.
- Provision of both scheduled and unscheduled hours for the counseling of NYC enrollees.
- Provision of a learning center for implementing individual study by NYC enrollees.
- Arrangements to share all of the college facilities with NYC enrollees.
- Arrangements to provide access to a planned pattern of community recreational and cultural events at no cost to the enrollees.

DOUBTFUL PRACTICES

- Early agreement by the NYC sponsor and the college upon a **firm** calendar of deadline dates for each event in the operation of the program.
- Fully flexible scheduling of the study programs of NYC enrollees.
- Arrangements to rotate enrollees through more than one job station during the summer.
- Provision of group counseling services.
- Provision of a planned "graduation" ceremony for NYC enrollees.

SOME FAILURES

Each of the twelve programs taken as a whole was a convincing success. In some ways, however, this success was a triumph of persistence and a testimony to the soundness of the initiating conviction that NYC and community colleges can help each other. It must be recorded that the 1969 NYC Project in the California community colleges failed:

- To effect optimal timing in the pre-summer program planning. In most instances, the projects suffered from delayed assurances of support and performance.
- To effect optimal arrangements for the recruitment of enrollees. Original plans had been for NYC sponsors to do the recruiting. This worked well in a few spots, but in others, the sponsors lacked manpower or for other reasons failed to accomplish the recruiting. This led to the need for last minute recruiting by college personnel.
- To effect recruitment of a desirable balance in sex ratio of NYC enrollees. The goal had been approximate equality, but the outcome was 70% females, only 30% males.
- To effect a full and prompt flow of information about the program to the monitor, to the NYC sponsors, and to appropriate U. S. Department of Labor offices.
- To effect optimal sharing of plans and practices while the summer programs were in session.
- To secure comparison group "hard data" measures of behavioral change during the summer program.

□ Guide

Purpose

This "Guide" is addressed to the Directors of Neighborhood Youth Corps projects, to the administrators of community colleges, and to the responsible government officials who work with the Neighborhood Youth Corps. Its purpose is to suggest ways for extending and improving services for disadvantaged youth by introducing them to the opportunities available in community colleges. The guidelines are not directives. They are efforts to reduce multiple trial and error activities by the sharing of accumulated and organized experience.

The Origin

This list of "best practices" in the operation of NYC projects on community college campuses is a direct product of the NYC in College demonstration project conducted in twelve California community colleges during the summer of 1969. Six Neighborhood Youth Corps sponsors and twelve community colleges combined their services and resources to give approximately five hundred NYC enrollees a ten week work-for-wages, study-for-credit experience. Each of the colleges admitted approximately 50 NYC youth to its summer session, provided a supervised job for each youth, counseled with each youth on course selection, provided special academic and personal support services as needed, and welcomed each youth into its campus family. The local NYC sponsor recruited the enrollees, paid them for their work, and participated actively in the summer experience.

Principal thrust of the programs was to effect behavioral change in the enrollees by adding the incentives of a college campus environment, college classes for credit, and special supportive services to the basic NYC incentive of pay for meaningful work. Both the enrollees and the project directors report the projects to have been entirely successful.

Why Link Neighborhood Youth Corps with Community College?

Frequent Problems in the Operation of NYC Projects	Potential Advantages of Linking with a Community College
Finding good work sites	Community colleges have a variety of jobs.
Securing work supervision	Colleges can give the enrollee a one-to-one relationship with a mature college worker.
Increasing employability by combining work with training	Community colleges are training-centered, provide specific courses aimed at employability.
Motivating continuance in school	In physical environment, in image, in activities, in adult and peer group models, community colleges motivate continuing in school.
Strengthening self-concept	Community colleges provide models, success experience in courses, opportunities for higher education, opportunities for self-discovery.
Motivating economic independence	Community colleges provide wide freedoms, a visible work world, and a visible opportunity for continuing training.

The Search for Best Practices in Linking NYC Services with Community Colleges:

Continuous contact with NYC Sponsors and college leaders during progress of the 1969 summer programs was used to generate a list of potential good practices for the operation of such programs. Immediately after the completion of the programs, this list of practices was submitted to the NYC sponsors and to college officers for their evaluation. The guidelines which follow were developed from the evaluative judgments of these responsible and experienced leaders.

Some Tested Best Practices in Operating Neighborhood Youth Corps Programs On Community College Campuses

1. **Effective Programs Involved Firm Written Agreements Between the NYC Sponsor and the Community College.**

   In order of importance, these necessary agreements include:

   (1) NYC SLOTS: Agreement by U.S. Department of Labor (national and regional and NYC sponsor) to furnish a definite number of NYC positions.

   (2) RECRUITMENT: Agreement as to responsibility for informing, selecting, clearing eligibility, and initial induction of enrollees. Legal admission to the college, including agreements about utilization of credit.

   (3) SHARED COSTS: Agreement by U.S. Department of Labor, Neighborhood Youth Corps sponsor, and the college, as to fiscal responsibilities for meeting costs.

   (4) CALENDAR: Specified dates for NYC and college approval of program, recruitment of enrollees, operation of program, and follow-up of enrollees.

2. **Quality Programs Included Firm Arrangements for Identification and Recruitment of Enrollees .**

   (1) PERSONAL CONTACT: Information about the NYC program can be given in group meetings or in writing, but it is important that actual identification and selection of NYC enrollees include personal face-to-face contact. The initial counseling period is an important part of the total program of individual development.

   (2) CLEAR COMMUNICATION: It is important that the NYC sponsor, the college admissions office, and high school counselors all give out the same accurate information. Channels of communication between operating agencies must be open.

   (3) FIRM RESPONSIBILITY: There is no best way to accomplish recruitment but the individual or individuals who are to be responsible must be given a firm commitment.

3. **Best Programs Were Those with Identified Leadership and Coordination.**

   (1) COLLEGE LEADERSHIP: The college as a whole must be given and must accept responsibility for leadership of the program to be conducted on its campus.

   (2) DIRECTOR: Within the college there must be specific assignment of an official as a director of the project.

   (3) POLICY COMMITTEE: This committee must include responsible representation from the NYC sponsor, high school administration, high school NYC program coordination, the college admissions office, college administrator, the NYC project director, the college faculty, the college student body, and the college classified staff. The Policy Committee needs to be an active group with a planned schedule of meetings and with records kept of meetings.

4. **The Most Successful Instructional Programs for NYC Enrollees were Those that Provided:**

   (1) DIVERSIFIED COURSES: A wide offering of vocational and first level academic courses. The college summer schedule should reflect course offerings that make possible the meeting of individual differences in NYC enrollees.

   (2) ACADEMIC SUPPORT: The college courses should provide for training in reading skills, study habits skills, and other "helper courses" useful in assisting high school students to meet college study requirements.

   (3) FLEXIBLE SCHEDULING: It must be recognized in advance that changes in course programs will be necessary. Flexible scheduling must be built into the program.

   (4) EXPERIENCED TEACHERS: It is important that the college assign teachers with known competency in teaching unselected learners. The teachers must be acceptant of, and sympathetic to the program and must be interested in working with NYC enrollees.

5. **Effective Work Programs Included:**
    - (1) SPECIFIC JOBS: Early attention must be given to identifying specific jobs on the college campus that need to be done and that can be done by NYC enrollees.
    - (2) ACCEPTANT WORK SUPERVISORS: The work supervisor will ordinarily have the best opportunity of anyone in the college for establishing a one-to-one relationship with the NYC enrollee. Each work supervisor should be acceptant of this responsibility.
    - (3) ON-THE-JOB TRAINING: Provisions should be made for teaching the skills that are necessary to achieve success on the job.
    - (4) VARIETY IN TYPE AND LEVEL OF JOBS: A college campus is a total community with many different kinds of necessary work. Identified jobs should include outdoor, indoor, mechanical, clerical, etc., and should include challenging jobs for NYC enrollees with some developed job skills as well as those with no job skill.
    - (5) ARRANGEMENTS FOR JOB ROTATION: Opportunities for rotation should be available but it need not be the plan that every NYC enrollee will rotate through more than one job.

6. **Desirable Counseling Services Included:**
    - (1) RAPPORT WITH ENROLLEES: In selecting counselors, the college needs to give careful attention to known characteristics of expected NYC enrollees and should select counselors with prior experience in working with students with these characteristics.
    - (2) SPECIFIC ASSIGNMENTS: The counselor or counselors who are to help NYC enrollees should be identified in advance and firm arrangements made for necessary counseling time.

      It may be that the college will need to give weight to ethnic and age consideration as well as professional qualifications in the selection of counselors.
    - (3) GROUP COUNSELING: Provisions should be made for utilizing group techniques in working with enrollees as well as individual counseling. Confrontation techniques and group support techniques can make a positive contribution to the entire project.

7. **NYC-In-College Programs Worked Best Where the College Provided Special Academic Support Services.**
    - (1) PLANNED TUTORING: The college should anticipate that tutoring will be needed by some of the NYC enrollees and should plan tutoring services in advance.
    - (2) COMPETENT TUTORS: It is important that tutors have some knowledge of the subject being studied by the enrollee and it is especially important that tutors have capability in achieving rapport with enrollees. Here again, the college may need to give attention to ethnic and age factors in selecting tutors.
    - (3) SCHEDULED AND UNSCHEDULED HOURS: Experience has shown that some enrollees need specific assignment to tutoring; others need free time for self-referral to tutors.
    - (4) ORGANIZED LEARNING CENTER: The college reading laboratory, the language laboratory and other instructional facilities that combine the services of experienced specialists and the facilities of modern educational technology are of special use in the conduct of an NYC program. The college should make sure that time in these facilities is made available to NYC students.

8. Effective Programs Included Firm Arrangements for Academic and Payroll Accounting.

(1) FIXED RESPONSIBILITY: The definition of duties by the NYC sponsor and college offices must be firmly established and clearly communicated.

(2) "PAY-ON-TIME" COMMITMENT: Payday is the best day for the NYC enrollee. Delayed paydays destroy morale. Every person in the accounting team must be committed to the importance of payday.

(3) ACCURATE BUT SIMPLE RECORDS: The program must not be killed by paperwork, nor must it be mysterious by a lack of records.

(4) PLANNED CALENDAR: Each phase of the accounting procedure needs to be planned in an orderly sequence and the calendar for each activity by enrollee, by college officer, or by NYC officer, must be clearly communicated.

9. Best Programs Included Arrangements for Total Campus Involvement.

(1) WELCOMING ATTITUDE: The college must keep in mind that NYC enrollees are high school students, and in some instances, are students with special anxieties about such mysterious and authoritarian places as colleges. Every effort should be made to communicate WELCOME to each NYC enrollee.

(2) TOTAL PERSONNEL SUPPORT: The security officer, the gardeners, the clerks, the secretaries, the teachers, the administrators, must all agree that the presence of NYC enrollees on campus is desirable and should give positiive reinforcement to the instructional and job program.

(3) SHARED FACILITIES: Colleges have many facilities. NYC enrollees will naturally get into classrooms, but the college should plan activities and events that bring NYC students into the recreational and social facilities that are available for the regular college students.

10. Best Programs Included Arrangements for Total Community Involvement.

(1) PLANNED EVENTS: Project planners should determine in advance the particular community resources that will be available during the NYC project and should make prior arrangements for a planned sequence of activities that get NYC enrollees into the community.

(2) WIDE RANGE OF ACTIVITIES: The events should include cultural, social, political, as well as recreational activities.

(3) LOW COSTS: Arrangements should be made to cover all the expenses of planned community events with no cost or with very little cost to the enrollee.

11. Quality Programs Included Plans for Evaluation.

(1) DEFINED OBJECTIVES: It is important that the college and the NYC sponsor identify, where possible in **behavioral terms,** the objectives they hope the program will accomplish.

(2) NYC EVALUATION: Judgments of NYC counselors and managers should be utilized.

(3) ENROLLEE EVALUATIONS: Instruments and procedures should be devised for securing initial and terminal judgments of NYC enrollees concerning the program as a whole and concerning each component of the program.

(4) COLLEGE EVALUATION: The project director, college counselors, college tutors, and college work supervisors, should be involved in evaluating the outcome of the project.

(5) FOLLOW-UP: Planned arrangements should be made for following the school history and the work history of enrollees for a definite period after termination of the NYC project.

(6) HARD DATA: Plans should be made to collect as much objective information (age, sex, prior grades, courses taken, attendance records, job regularity, final grades) before the project, during the project, and after completion of the project as can be obtained. It must be recognized that the NYC enrollee is frequently sensitive to comparative data. Judgment must be used in the weighting of quantitative and qualitative information.

Guide — continued

A Suggested Calendar for Operating "NYC Goes to a Community College" Summer Program

		Approx. Dates
1.	Beginning Discussions by College and NYC Staff	Oct. 15
2.	Administrative Approval of NYC Goes to College	by Nov. 15
3.	Local/Regional NYC Approval of NYC Goes to College	by Nov. 15
4.	Initial Commitment by NYC and CC to have Summer Program Selection of members	Nov. 15
5.	First meeting of NYC/College Advisory Committee	Nov. 15
6.	Tentative agreement on components and student work slots	by Dec. 1
7.	NYC Director commitment of job slots and funds	by Jan. 15
8.	Agreement on College's summer course for NYC	by Dec. 1
9.	Tentative rough budget by both college and NYC	by Jan. 15
10.	College Board Action on Program including Budget	by Jan. 15
11.	Selection of College Staff for Summer	by Jan. 15
12.	Identification of NYC Enrollees by NYC/High Schools	by Feb. 1
13.	Selection of NYC Enrollees by NYC	by March 1
14.	Initial preparation of Enrollee High School/NYC Packet	by March 15
15.	Assessment inventory of Interest, Reading, Writing for each student	by April 15
16.	Orientation on campus for NYC Enrollees	by May 15
17.	Selection of Student Tutors	by April 15
18.	Evaluation Plans	by April 15
19.	Individualized Counseling & Placement in Classes	Begin May 1
20.	Identification of Work Slots	by May 1
21.	Selection of Work Supervisors	by May 1
22.	Briefing of Work Supervisors	by May 15
23.	Transportation arrangements	by May 15
24.	Arrangements for Health for NYC Enrollees	by May 15
25.	Textbook Loans (funds and arrangements)	by May 15
26.	Payroll Dates and Locations	by June 1
27.	Final Plans for Attendance, Recreation, etc.	by June 1
28.	1st Week and 2nd Week Academic Follow-up Plans	by June 1
29.	Assignment of Tutors to Students	by June 1
30.	Registration, start of courses and of jobs, counseling contact with each Enrollee, start of tutoring, readjustments of class and work schedules, first NYC assembly, first planned on-campus or off-campus recreational program, check on attendance, payroll accounting, transportation, adjustment problems.	First week of college summer session
31.	Counseling, tutoring, program readjustment, program director contact with each counselor and work supervisor, planned recreational activity for NYC Enrollees	Each week
32.	Planned evaluation of program by Enrollees and College Officers	Middle of summer term
33.	Completion cermony, final evaluation by NYC sponsor, NYC students, all college personnel	Last week
34.	Completion of attendance and grade records, analyses of data, reports to NYC sponsors and to high schools	by second week after summer session
35.	Final review of outcomes and drafting of improvement plans	by third week after summer session

STATISTICS

Head of Household

Father	67.8%
Mother	22.8
Male Guardian	2.3
Female Guardian	1.4
Applicant	3.3
Other	2.4
	100.0%

Number of Persons in Household

One	.9%
Two	2.4
Three	6.2
Four	10.9
Five	12.3
Six	12.3
Seven	15.2
Eight	11.4
Nine	8.5
Ten	11.9
Eleven	2.8
Twelve	2.9
Thirteen	.9
Fourteen	.5
Fifteen	.0
Sixteen	.9
	100.0%

Youth Contributes to Support of Family

Yes	33.6%
No	66.4
	100.0%

Youth Lives With

Both Parents	70.1%
Father Only	0
Mother Only	22.3
Guardian	3.3
Other	4.3
	100.0%

Family Receives Welfare

Yes	33.6%
No	66.4
	100.0%

Estimated Annual Family Income

Below 1000	4.7%
1000 to 2000	8.1
2000 to 3000	14.2
3000 to 4000	37.0
4000 to 5000	25.6
Above 5000	10.4
	100.0%

Number of Persons Living in Family

One	1.9%
Two	2.4
Three	4.7
Four	8.5
Five	11.4
Six	13.7
Seven	13.3
Eight	11.4
Nine	11.9
Ten	10.4
Eleven	2.8
Twelve	4.3
Thirteen	1.4
Fourteen	.9
Fifteen	0
Sixteen	.5
Seventeen	.5
	100.0%

Last Grade Completed

Eighth	.5%
Ninth	6.6
Tenth	37.0
Eleventh	55.9
	100.0%

□Acknowledgments

The NYC Goes To A Community College Project was completed with the help of many people. A group of Neighborhood Youth Corps Program Directors, including Rufus Cooper, Dino Pecoraro, John Peshkoff, Murray Via, Leon Williams and Tom Williams, whose professional judgments greatly facilitated the project.

The most directly responsible people in the entire summer program were the Project Directors for each campus:

Angelo Atando — San Jose City College
Dr. Jack Bessire — Monterey Peninsula College
Lee Carlson — Cerritos College
Hope Powell Holcomb — Los Angeles City College
Marie T. Mills — Mt. San Antonio College
Oscar Ramirez — Hartnell College
William Reimal — Gavilan College
Louis C. Riess — Pasadena City College
Richard J. Rios — DeAnza College
Michael Rivera — West Valley College
Fred Sanchez — East Los Angeles College
Milton W. Thorn — Mt. San Antonio College
Dr. George Weston — Southwestern College

Evaluation Technology Corporation also acknowledges the strong support of these programs by the Presidents of each college:

Dr. A. Robert DeHart — DeAnza College
Dr. Chester S. DeVore — Southwestern College
Dr. Oscar H. Edinger, Jr. — Mt. San Antonio College
Dr. George J. Faul — Monterey Peninsula College
Dr. Glen Gooder — Los Angeles City College
Dr. Wallace W. Hall — West Valley College
Dr. William B. Harwood — Hartnell College
Dr. S. C. Ringwald — Cerritos College
Dr. Otto Roemmich — San Jose City College
Dr. Armen Sarafian — Pasadena City College
Dr. Ralph Schroder — Gavilan College
Dr. John K. Wells — East Los Angeles College

Finally, the investigators acknowledge much help from the Washington staff of the Neighborhood Youth Corps (Harold Dance, Chief) and from the staff of the Office of Policy, Evaluation and Research in the Manpower Administration of the U.S. Department of Labor (Mr. Thad Walters) and to the following people in various Manpower Administration Offices:

San Francisco Regional Office:
    Mr. Ken Robertson,
    Regional Manpower Administrator
    Mr. Don Parish
    Mr. Jesus (Jess) Ramos
    Mr. John Otero

San Francisco Area Office:
    Mr. Robert E. Reynolds,
    District Director

Los Angeles Area Office:
    Mrs. Grace Davis
    Mr. Bruce Stark

It goes without saying that no project of this kind could exist without the bite lines and blithe spirit of the participating youth whose needs and whose accomplishments give meaning and purpose to the Neighborhood Youth Corps.

□ Conclusions

1. Twelve community colleges **opened their doors** for the first time **to a new segment of their local population.** Each gave full cooperation to the Neighborhood Youth Corps sponsoring agency in the community in completing a ten-week work and study experience for NYC youth.
2. The NYC sponsors and the administrators of the colleges were unanimous in considering the summer project to have been a successful experience. **Each college is ready to repeat the program.**
3. A low dropout rate: 87.1% completed the program.
4. Upon completion of the summer program, 94.7% of the students returned to their high schools with the intention of graduating and then entering their community college.
5. Wages, combined with campus atmosphere, academic courses and college work stations gave students expanded personal insights and new career goals.
6. College courses taught by college teachers and taken for credit are strong motivators.
7. Counseling, tutoring, and individual support services strengthened and assisted the primary motivators of **work, pay,** and **course credit.**
8. Community colleges represent a rich resource for NYC projects. They are local institutions, existing for the training of workers and for the education of citizens. By their use, NYC projects **add local tax** and **state tax** support **for federally sponsored projects.** Employment entry and upgrading by way of the full-time and part-time programs of community colleges is part of the mainstream of American society. NYC programs open doors for the disadvantaged that make possible **continued advancement** with the help of a **local institution** now discovered to be friendly.

Special acknowledgment is due Mr. Joseph Seiler, Associate Chief, Division of Program Demonstration, for his creative insights and sustained support. The final report of the NYC Goes To A Community College Project was prepared for the Evaluation Technology Corporation by J. W. McDaniel, as principal investigator, and William H. Lawson, Robert A. Lombardi, and Richard L. Moore, as consultants.

A Program for the 70's

This is a report of two demonstratio projects conducted during the summers of 1969 and 1970 and involving cooperative programs between community colleges and the Neighborhood Youth Corps.

The Neighborhood Youth Corps is a youth-serving agency established in 1964 under the Economic Opportunity Act and administered by the U. S. Department of Labor. The NYC operates in each state in the nation. By 1969 it had enrolled more than two million youth. The program includes three main components: an "in-school" program designed to provide paid jobs for youth who need some support in order to stay in school, a "summer program" for economically disadvantaged youth who need to earn during the summer months, and an "out-of-school" program for those who have left school and who need work experience and remedial education in order to compete in the labor market.

"NYC Goes To Community College" was invented in 1968, developed in California in 1969, and expanded to five other states in 1970. The 1968 origin was at Moorpark College under the leadership of President John Collins and NYC Director, Thomas R. Williams. Seventy-five summer NYC enrollees were given a ten weeks' work-for-wages, study-for-credit experience on the college campus. Enrollees were high school juniors who were still in high school but who lacked plan or incentive for a life career. The program was highly successful; 71 of the 75 enrollees completed the ten weeks' term, earning wages, credits, and fresh enthusiasms.

During the summer of 1969 twelve additional California community colleges cooperated with NYC sponsors in their areas to operate programs patterned after the Moorpark model (Cerritos, DeAnza, East Los Angeles, Gavilan, Hartnell, Los Angeles City, Monterey Peninsula, Mt. San Antonio, Pasadena City, San Jose City, Southwestern, and West Valley). In 1970, similar programs were held in Cuyahoga Community College in Cleveland, Malcolm X College of the City Colleges of Chicago, the Junior College District of St. Louis, the Maricopa County Junior Colleges in Phoenix, and Hillsborough Junior College in Tampa.

The Target: Youth

- economically disadvantaged
- near senior year in high school
- performance below capability
- low incentive
- inadequate plans

Objectives

It is expected that by the end of the work-study program, each enrollee will:

- have earned passing grades in each course he has taken at the college,
- have earned a recommendation from his work supervisor certifying that he is a competent and dependable worker,
- have earned a recommendation from his NYC counselor certifying that he has been a responsible and cooperative participant,
- have a written education plan covering his next school year,
- have satisfactory study skills, make satisfactory use of verbal and numerical symbols, and have satisfactory behavioral adaptation for successful performance in his educational plan,
- participate in group discussions and activities with competency, relevancy, and poise,
- include **himself as a worthy person** (his interests, his opinions, his needs, his accomplishments, his feelings, his failures) in his communication with other individuals and groups, without excessive self-derogation or self-exaltation.

Program Responsibilities

The NYC Goes To Community College summer program is an arrangement whereby a defined number of enrollees attend a community college for a defined number of weeks during the summer in order that the enrollees may enter a planned program of work and study, for which the college grants credit and the NYC pays wages. The arrangement constitutes an agreement between the college, the NYC sponsor, and each enrollee. Each party accepts responsibilities for the performance of stipulated duties.

NYC SPONSOR

- To recruit enrollees,
- To pay wages of enrollees,
- To provide transportation for enrollees,
- To share attendance control,
- To interpret the purposes and outcomes of the program to responsible manpower agencies.

COMMUNITY COLLEGE

- To welcome each enrollee into the college community,
- To supply an incentive-building environment,
- To provide courses suitable for the enrollee,
- To provide supervised employment for each enrollee,
- To provide necessary counseling and tutoring,
- To keep adequate fiscal and student personnel records,
- To interpret the purposes and outcomes of the program to the college community and to the public.

COLLEGE & SPONSOR

- To determine the calendar for the program,
- To determine the number of enrollees,
- To effect satisfactory fiscal arrangements,
- To evaluate the program.

NYC ENROLLEE

- To attend classes and meet all course requirements,
- To perform all necessary duties of his assigned job,
- To attend counseling and tutoring appointments,
- To participate constructively in total college and NYC group activities,
- To share in evaluation, improvement, and public interpretation of the program.

Outcome

- During the two demonstration projects, twenty community colleges coordinated their services with NYC sponsors to give 741 economically disadvantaged youth an opportunity to attend a college summer session in a work-for-wages, study-for-credit experience.
- The NYC sponsors and the community college administrators were unanimous in considering the summer programs to be successful. Each is ready to repeat the program next summer.
- NYC enrollees demonstrated that they can pass college courses and perform the duties of campus jobs during a work-study experience. 51% of the enrollees during 1969 and 64% of the 1970 enrollees earned grades of C or better in their college courses. Dropouts and work failures were few.
- NYC enrollees developed increased incentives for career planning, acquired improved study skills, met new friends, and grew into higher levels of self-confidence. They learned that **the services** and career opportunities **made possible by community colleges are actually available to them.**
- Neighborhood Youth Corps sponsors learned that community colleges provide services that combine work experience with training, with education, and with rich opportunities for personal-social growth.
- Community college administrators learned that NYC enrollees bring to the college new lines of two-way communication with a segment of the community they want to serve. They learned that NYC wages add another resource to the college's pool of funds for the employment of students.

Warning

Cooperative programs between Neighborhood Youth Corps sponsors and community colleges are not automatic. They involve creative — and frequently disturbing — additions to already busy operations. They risk misunderstanding by agencies and people concerned with prerogatives and fearful of change. But the **need is too great,** the **task too urgent** in many communities for youth-serving agencies **to bypass** an opportunity to **supplement** what each is doing by planned sharing of services. NYC Goes to Community College is a limited program. It cannot possibly extend opportunity to all needy youth. Nor could all youth profit from such a program. It **can** invite a few youth to discover while still in high school that the community cares about their future and provide a ladder for their growth. It can help these youth discover themselves.

Further Information

The 1970 report of the Evaluation Technology Corporation prepared for the U. S. Department of Labor and entitled, NYC GOES TO COMMUNITY COLLEGE — A NATION-WIDE SERVICE, contains descriptions of the summer programs, evaluations, and suggested guidelines for the operation of such programs. While the supply lasts, single copies of this report can be obtained from Evaluation Technology Corporation, 323 Mobil Avenue, Suite #7, Camarillo, California 93010.

The demonstration programs described in this abstract were developed and reported by the Evaluation Technology Corporation under a contract with the Manpower Administration in the U. S. Department of Labor. Evaluation Technology Corporation is solely responsible for all views expressed.

The girl on the cover is Mrs. Joan Williams, a NYC student this summer at Forest Park Community College, St. Louis, Mo. Mrs. Williams, a dropout statistic for 1969, is a successful student in 1970.

Summer NYC Goes To A Community College: Development of the Program Model

Experimental and Demonstration Experience

The Neighborhood Youth Corps Goes To A Community College — A Nationwide Movement reports the procedures and outcomes of NYC programs conducted on community college campuses.

During the summer of 1969, twelve community colleges in California cooperated with local NYC sponsors to operate work-and-study programs. In 1970 the program model was extended to five cities in five different states. NYC sponsors and community colleges in Chicago, Cleveland, Phoenix, St. Louis, and Tampa combined their services to give a college campus experience to 271 NYC enrollees. Youth in the programs were recruited by NYC sponsors from high school juniors and seniors. Selection criteria focused on admitting youth who needed some economic support and some **fresh incentive** if they were to find their way into satisfying careers. NYC sponsors paid the enrollees' wages for their work on college-selected jobs. The college admitted the enrollees to regular and special college credit classes, provided tutoring and programmed instruction support for enrollees needing help, provided educational and vocational counseling, and supervised the work of each enrollee. The combination of work and study involved the enrollees in a full-time experience of community college campus life.

The program model worked. NYC enrollees passed college courses with satisfactory grades. They demonstrated to the colleges and to the NYC sponsors that they could perform well on campus jobs. **The combining of a college campus environment, college courses for credit, work for pay, educational and personal counseling,** added up to a summer project model that developed new career plans and new levels of self-confidence in the great majority of enrollees.

This report describes the 1970 program and combines its outcomes with those of the 1969 program to develop a program model, a supportive rationale, and a collection of tested guidelines for use in facilitating a nationwide operation of similar programs.

J.W. McDaniel

J. W. McDANIEL
Managing Director
Evaluation Technology Corporation

Background

NYC Goes to Community College is one effort to link two youth-serving agencies in order to improve the performance of each. The summer programs involving work and study by Neighborhood Youth Corps enrollees on community college campuses across the nation represent a reordering of priorities by each institution.

The Neighborhood Youth Corps

The Neighborhood Youth Corps was established in 1964 under the Economic Opportunity Act, and by 1969 it had enrolled more than two million youth. The program includes three main components — an "in-school" program designed to provide paid jobs for youth who need some support in order to stay in school, a "summer program" for unemployed youth who need to earn during the vacation months, and an "out-of-school" program for those who have left school and need work experience and remedial education in order to compete in the labor market.

Extensive research and evaluative studies of the success of NYC programs have been conducted by and for the Department of Labor.* A few of the findings and conclusions from these research studies are relevant to the purposes of this report.

1. Researchers "have been unanimous in the conclusion that the NYC has been of real benefit to large numbers of underprivileged youth."
2. NYC wages to enrollees have "at least" kept many youth in school during especially difficult times of transition.
3. Continuation of schooling under NYC has generally not provided the remedial education, or tutoring, or counseling the enrollees needed to avoid further academic failure.
4. NYC programs have not equipped enrollees for career leading jobs.
5. NYC summer programs have not generally provided an educational component.
6. NYC enrollees have such great diversity in skills, abilities, interests, and ambitions, that effective programs must provide for much individualization of instruction and counseling.

Continuous study of NYC programs and outcomes has led to continuous search for more effective procedures.

*Information for this section is from the March, 1970 **Manpower Report of the President** (p. 70) and from **The Neighborhood Youth Corps: A Review of Research,** Manpower Research Monograph No. 1 (1970). U. S. Department of Labor.

Innovation 1968

During the spring of 1968, the Director of the Ventura County in-school NYC program, Thomas R. Williams, originated and developed a variant approach to a NYC summer program by arranging to place 75 summer enrollees on the campus of Moorpark College for a ten week work and study program. Enrollees were high school juniors, who were still in high school but who lacked plan or incentive for a life career. The thrust of the program was toward the building of incentive for career planning and career pursuit. Moorpark College President, **Dr. John J. Collins** called the summer project "highly successful." Seventy-one of the seventy-five enrollees completed the program, earning college credit units while they earned wages for work on meaningful jobs. Seventy-one of this first group returned to their high school for the senior year and 67 completed high school.

The next fall saw 39 of the original group entering college to study in widely diverse areas.

This program furnished the basic model for the NYC Goes to Community College program.

California Expansion . . . 1969

Under the encouragement of an Experimental and Demonstration project from the U.S. Department of Labor, twelve additional California community colleges joined Moorpark in offering NYC Goes To Community College programs during the summer of 1969. Each of these colleges provided courses, credit, jobs, counseling, tutoring, and a welcome to the campus to NYC enrollees who had been recruited from high school juniors. Enrollment criteria included: eligibility for NYC; interest in the program; some evidence of capability but low incentive.

NYC sponsors paid the enrollees for 26 hours of work, study, and counseling each week, kept all payroll records, and furnished transportation to the colleges. Programs in each of the colleges were again highly successful. 470 of the 548 enrollees completed the courses. (Specific outcomes of the 1969 programs are shown in a later section, combined with data from 1970 projects.) Grades earned were comparable to those of regular college undergraduate students. The enrollees returned to high school with renewed ambition to continue their education and to pursue a career.

The work-for-wages, study-for-credit NYC Goes To Community College model works in California.

PARTICIPANTS

College	Sponsor
Cerritos College, Norwalk	NYC for L.A. Co. Schools
DeAnza College, Cupertino	NYC of Santa Clara Co.
E. Los Angeles College, Los Angeles	NYC in the EYO Agency
Gavilan College, Gilroy	NYC in Monterey Co.
Hartnell College, Salinas	NYC in Monterey Co.
Los Angeles City College, Los Angeles	NYC in the EYO Agency
Monterey Peninsula College, Monterey	NYC in Monterey Co.
Mt. San Antonio College, Walnut	NYC for L.A. Co. Schools
Pasadena City College, Pasadena	NYC, Pasadena Youth Opportunity Center
San Jose City College, San Jose	NYC of Santa Clara Co.
Southwestern College, Chula Vista	NYC of San Diego Co.
West Valley College, Campbell	NYC of Santa Clara Co.

Five State Expansion 1970

One NYC Goes To a Community College summer program in 1968 followed by twelve additional summer programs in 1969, demonstrated beyond need for further tryout that the work-for-wages, study-for-credit model is a viable program in California's no-tuition public junior colleges. The challenge in 1970 was to find out if it could work in community colleges in large cities and in other states, most of which utilize student tuition as one means to meet the cost of college education. Five college districts and the NYC sponsors for their cities developed summer programs.

☐ In Chicago, Illinois, Malcolm X College, one of the city colleges of Chicago, and NYC sponsor, The Chicago Committee on Urban Opportunity, enrolled 84 students in a nine-week program conducted on the campus during the time of the college summer session.

☐ In Cleveland, Ohio, Cuyahoga Community College and the Schools' Neighborhood Youth Corps (a division of the Cleveland Public Schools) enrolled 44 students in a program that included a six-week course and four weeks of orientation and on-campus work conducted at Cuyahoga's Metropolitan campus.

☐ In the Phoenix, Arizona area, the Maricopa County Junior College District and the Neighborhood Youth Corps enrolled 80 students with a group of 20 at each of four district colleges: Glendale Community College, Maricopa Technical College, Mesa Community College, and Phoenix College. Each group met for two five-week sessions of work and study.

☐ In St. Louis, Missouri, the Forest Park College of the Junior College District of St. Louis and the Neighborhood Youth Corps (a division of the St. Louis Human Development Corporation) operated a ten-week program with an enrollment of 25 students.

☐ In Tampa, Florida, the Hillsborough Junior College and the Hillsborough County Board of Public Instruction (NYC sponsors) enrolled 38 students in a six-week afternoon and evening program.

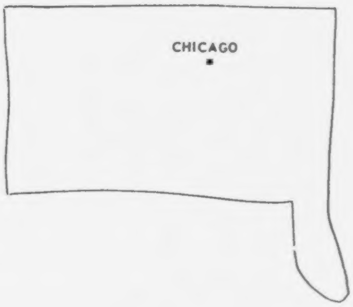
☐ The San Francisco Regional office of the Department of Labor continued the program in California during the summer 1970, expanding the number of participating colleges to 19 and the number of enrollees to 802.

Malcolm X College

CHICAGO

All enrollees at Malcolm X College took the same two courses: English 101 and Social Science 101. The English course emphasized skill development in talking, listening, reading, and writing. Social Science 101 included an introduction to the concepts and research methods of anthropology, psychology, and sociology. Each course was organized around a series of topics that was immediately relevant to the urban community. Lectures and films were used, but most of the working day of each student was devoted to individual and small group study. Students went directly into the community for information about the problems they were studying. The classes met in the college's learning center, which made possible full use of machine equipped carrels, programmed study skill lessons, and a specialized library for developmental education. Each student was assigned to a counselor, a counselor aide and a student tutor.

The NYC work program at Malcolm X was linked to the study program. As has been indicated, the curriculum emphasized community study by direct investigation. Enrollees made analyses of the kind of education needed by residents of their inner city and conveyed this information to Malcolm X College. They communicated educational opportunities available in the college to the residents of their city. The entire work and study program as it worked out became a model for recruiting people from an economically disadvantaged target population and training them as "human services aides" for work with their own community. Through its summer program for NYC enrollees, Malcolm X College enriched its capability to serve the segment of its constituency with greatest educational need.

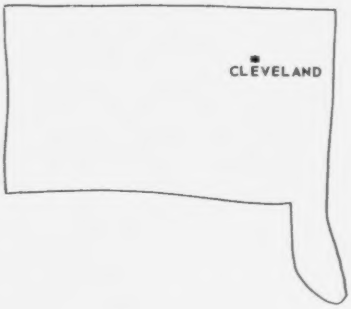


Cuyahoga Community College

CLEVELAND

Enrollees at Cuyahoga were grouped together in a single course, Social Science 103, An Introduction to Social Science. This course, a standard offering of the college, was taught by an experienced professor assigned by the department administering the course. Content of the course emphasized "an interdisciplinary approach to the social sciences outlining the roles of the separate disciplines as they pertain to anthropological, sociological and psychological behavior of man." Effort was made to give the students a valid experience of studying a college course. A standard textbook was used, supplemented by lectures, readings, and quizzes. Special help for the NYC enrollees was provided by student tutors and by the use of the college skills center.

Work assignments at Cuyahoga were mostly clerical positions in college offices. A few of the boys worked in the equipment room for physical education. Others worked as technicians in the photography laboratory, the media production center, food services, and data processing.

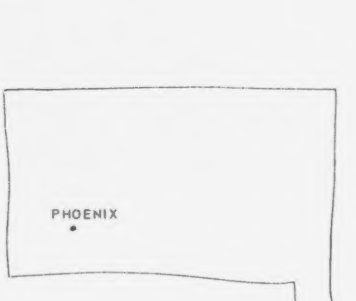


Maricopa County Junior College District

PHOENIX

All four colleges in the Maricopa County District operated extensive day and evening courses during eaach of two five-week summer terms. NYC students were enrolled as a group in one course and, with counseling help, chose other courses from the regular schedule. In all colleges, the group-enrolled course was used as a vehicle for educational counseling, career counseling, and personal counseling. Other courses chosen by NYC enrollees included English, speech, anthropology, ceramics, business communications, philosophy, typewriting, family living, history, hygiene, and sociology.

Work stations in the colleges included the district personnel office, the technical library, admissions office, data processing lab, counseling center, placement office, college radio station, bookstore, library, science lab, audio-visual department, electronics lab, food services, athletic department, faculty offices, maintenance, steno pool, dean of the evening division office, student personnel offices, and the fiscal agent.



Forest Park Community College

ST. LOUIS

The twenty-five enrollees in the St. Louis program were enrolled in the same two courses: English composition and a psychology course identified as a "Career Potential Workshop." The English course stressed language information and writing skills with broader application than just to English classrooms. Effort was made to develop self-confidence and a feeling for language as well as the skills needed for success in college study. The Human Potential Workshop sought to identify personal strengths in each student, to focus on right actions and success experiences. The goals were self-determination, self-motivation, and an increase in self-worth and self-confidence. The class was divided into small groups and was conducted through open discussion in a responding group. Individual inputs into the group were encouraged by a planned series of assignments involving personal encounter, meditation, and reading.

Enrollee work assignments at Forest Park were as community service aides, with the work project being an investigation of the extent to which selected city residents were informed about the services of the community college. Enrollees were trained in field survey methods, in interviewing, in questionnaire construction, in data analysis and reporting.

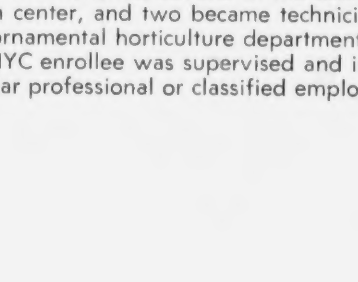
The students interviewed 500 persons in five residential neighborhoods of St. Louis, tabulated the information and prepared a report for use by the college in its future planning.

Hillsborough Junior College

TAMPA

NYC enrollees at Hillsborough worked at the college during the afternoon and attended classes during the evening. Each enrollee was given the opportunity to select, with counselor help, and enter two classes from the regular summer class schedule. Enrollments concentrated in English composition, reading, typewriting, and career planning. Student tutors and a learning laboratory were used to help the enrollees upgrade basic skills. Other than these available assists, NYC students merged with other students in the regular activities of the college.

Work assignments at Hillsborough were in routine college jobs. Most duties were clerical: secretaries, typists, filing clerks, message delivery, and telephone operation. Two enrollees worked as tutors, two in equipment maintenance, several in the district media production center, and two became technicians in the college's ornamental horticulture department. In each case the NYC enrollee was supervised and instructed by a regular professional or classified employee of the college.



San Francisco Regional Program

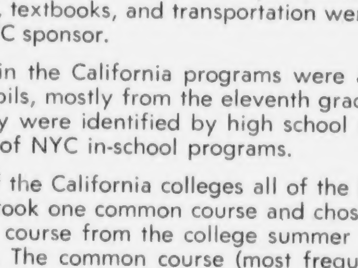
SAN FRANCISCO

The impetus gained from the twelve demonstration programs in California in 1969 enabled the San Francisco Regional Office of the Department of Labor to expand the program during the summer of 1970 to a total of nineteen community colleges with an enrollment of 802 in-school youth. Work and study programs in each of the colleges were developed individually by local NYC sponsors and college administrators. In most instances the NYC program was closely blended with the regular summer session of the college. Expenses were shared, with the college supplying the same instructional and counseling services for NYC enrollees that it provided for other college enrollees. The costs of additional services (not supplied for other students) including project administration, counseling, tutoring, programmed instruction in learning laboratories, work supervision, recreation, textbooks, and transportation were met by the NYC sponsor.

Enrollees in the California programs were all high school pupils, mostly from the eleventh grade (junior year). They were identified by high school counselors in charge of NYC in-school programs.

In most of the California colleges all of the NYC enrollees took one common course and chose one additional course from the college summer schedule of classes. The common course (most frequently English or reading) was used as an orientation and group identification vehicle as well as for instruction in the subject. Elective courses chosen by NYC enrollees ranged across the college curriculum but highest enrollments were in business skills, psychology, English, reading, and sociology. Each college supplied tutoring for NYC enrollees. Credit from courses could be transferred to the enrollee's high school if needed, or held in escrow at the college.

Work stations for NYC enrollees were in college instructional offices, administrative offices, the library, data processing centers, instructional materials shops, printing shops, warehouses, stenographic pools, switchboards, cafeterias, physical education facilities, and college bookstores.

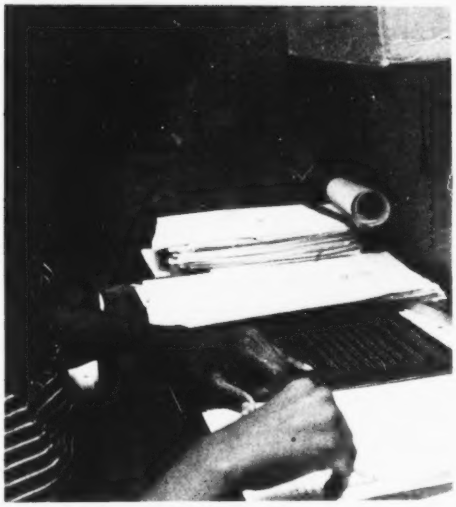


COMPARISONS

Job Assignment

Job assignments of NYC enrollees usually involved working with a college teacher, a college administrator or other college personnel supervising a variety of college facilities. The NYC enrollee was brought into a one-to-one relationship with a person in the mainstream of college activity. This model setting relationship was found to be more important for influencing self and career attitudes than the particular work site, work materials, or work activities. The jobs were of the kinds found in a college.

Position	California 1969	Five State 1970
Clerks for Instructional Departments	122	45
Clerical Assistants in College Offices	57	20
Library Assistants	38	14
College Bookstore Assistants	34	12
Maintenance Department Assistants/Clerks	32	8
Physical Education Department Assistants	24	4
Custodial Department Assistants	23	6
Cafeteria Assistants	22	2
College Warehouse Assistants	19	6
Landscaping Department Aides	16	2
College Duplicating Department	12	8
College Steno Pool	12	7
Audio-Visual Department	12	6
Others: (Switchboard; Keypunch Operators; Art Gallery Guards; Study Skills Center; Circulation Clerk; Theater Shop	47	18
Community Research Assistants		25
Human Services Aides		69



Grades

Mark	California 1969	Five State 1970
A	5%	11%
B	12	30
C	34	23
D	18	7
F	6	4
Passing	12	8
W	12	17
Per cent earning "C" or better	51	64

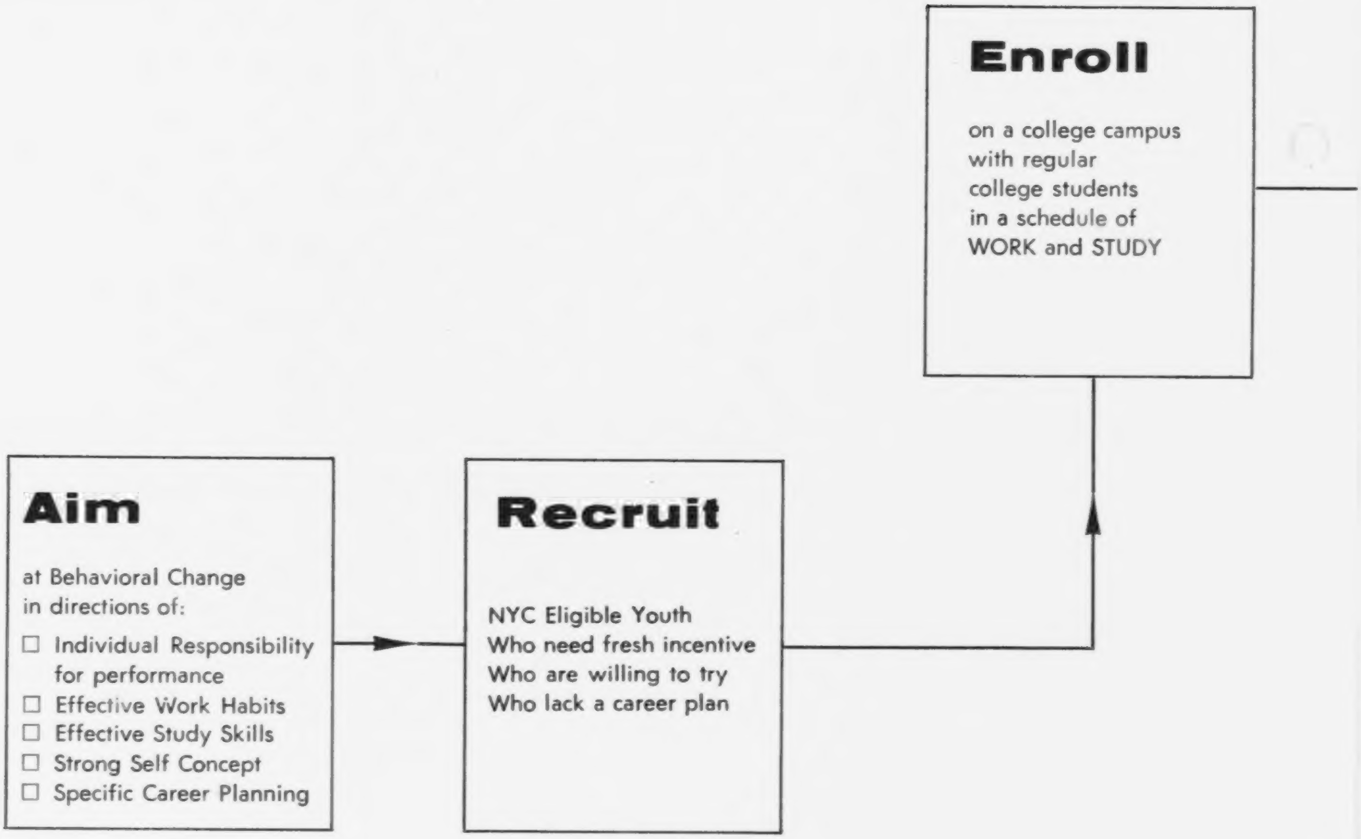
NYC Characteristics

	California 1969	Five State 1970
Family Receives Welfare		
Yes	33.6%	32.0%
No	66.4	68.0
Estimated Annual Family Income		
Below 1000	4.7%	5.2%
1000 to 2000	8.1	12.4
2000 to 3000	14.2	19.0
3000 to 4000	37.0	38.6
4000 to 5000	25.6	21.6
Above 5000	10.4	3.2
Number of Persons In Household		
One	.9%	.5%
Two	2.4	4.2
Three	6.2	11.3
Four	10.9	12.1
Five	12.3	16.3
Six	12.3	12.7
Seven	15.2	13.8
Eight	11.4	7.5
Nine	8.5	9.4
Ten or more	19.9	12.2

	California 1969	Five State 1970
Head of Household		
Father	67.8%	55%
Mother	22.8	32
Other	9.4	13
Youth Lives with		
Both Parents	70.1%	52.0%
Father Only	0.0	0.0
Mother Only	22.3	38.0
Guardian	3.3	7.0
Other	4.3	3.0
Youth Contributes to Support of Family		
Yes	33.6%	38.0%
No	66.4	62.0
Last Grade Completed		
Eighth	.5%	1.0%
Ninth	6.6	1.0
Tenth	37.0	10.0
Eleventh	55.9	69.0
Twelfth	0.0	19.0

MODEL

Links Needs With Resources



Enroll

on a college campus
with regular
college students
in a schedule of
WORK and STUDY

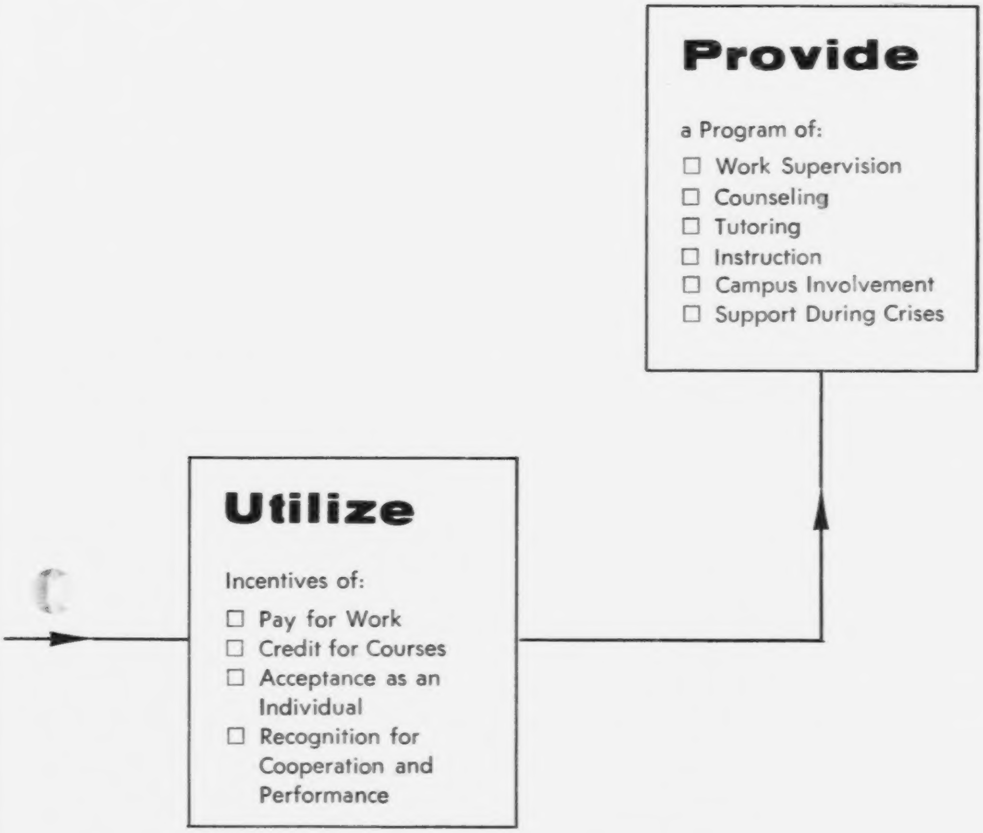
Aim

at Behavioral Change
in directions of:

- ☐ Individual Responsibility for performance
- ☐ Effective Work Habits
- ☐ Effective Study Skills
- ☐ Strong Self Concept
- ☐ Specific Career Planning

Recruit

NYC Eligible Youth
Who need fresh incentive
Who are willing to try
Who lack a career plan



Provide

a Program of:

- ☐ Work Supervision
- ☐ Counseling
- ☐ Tutoring
- ☐ Instruction
- ☐ Campus Involvement
- ☐ Support During Crises

Utilize

Incentives of:

- ☐ Pay for Work
- ☐ Credit for Courses
- ☐ Acceptance as an Individual
- ☐ Recognition for Cooperation and Performance

Rationale

Objectives **Neighborhood Youth Corps Objectives (in order of complexity)**	**Strategies** **NYC Strategies for Meeting Objectives**
To Provide Useful Work Experience	Find employers with jobs not now being done, willing to accept NYC enrollees, and able to provide adequate job supervision. Effect firm agreement with the employer, recruit NYC enrollees, establish eligibility, motivate work acceptance, and effect satisfactory and satisfying placement. Maintain counseling relationships during employment. Maintain advisory relationships with employers.
To Provide Economic Support	Pay enrollees for their work. When necessary pay extra costs for getting workers ready for work and transport them to the job.
To Increase Employability	Combine work experience with on-the-job training. Secure education and training for enrollees when feasible. Encourage employers to effect job requirements and standards that will develop competency and pride. Increase knowledge of the work world and of job finding.
To Extend Education	Require continuance in school as a condition for NYC in-school participation. Counsel enrollees to increase education. Pay for supportive services (including tutoring).
To Motivate Economic Independence	Place enrollee in work situations that reward acceptance of responsibility and give models of successful, independent citizens. Counsel enrollees on career planning.
To Increase Productivity	Give priority to needed and meaningful jobs. Motivate pride in skill and accomplishment. Require satisfactory performance as a condition of continuing in NYC. Counsel enrollees toward enlightened self interest.

This rationale was developed by the Evaluation Technology Corporation on the basis of tested experience in twelve Neighborhood Youth Corps-in-College programs. The conclusions represent the combined judgments of NYC directors, college officers, college counselors, and NYC enrollees.

Problems **Frequent Problems in NYC Programs that Interfere with Accomplishment of Objectives**	**Advantages** **Potential Advantages of Linking NYC Services with Community College Resources**
Most in-school NYC work sites are in elementary and secondary schools. Available jobs are necessary and meaningful, but are limited in variety, routine in character, and offer little challenge. The job site does not challenge NYC enrollees to new goals. Personnel encountered on the job are of limited challenge. Regulations tend to be pervasive and controlling. Immediate job supervision can be adequate, but supportive counseling is not readily available.	Colleges can provide a greater variety of jobs, with more career outlets. The "campus" is a physically stimulating environment that re-enforces the setting of new goals. NYC enrollees encounter challenging models among college workers, college professors, college students. College regulations are usually freer, develop greater feelings of freedom, encourage individual decision and mature behavior. College job supervision is individualized and a variety of specialized support services is usually available.
Low incentive jobs lead to dependence upon public wages as the only reliable goal.	Credit earned at the community college has money value for the enrollee. NYC enrollees can establish direct contact with college financial aids advisers.
Immediate job training is available, but related education is difficult to provide. Work schedules tend to be rigid. Job competency can be developed, but pride is difficult.	Community college curricula combine education and training. Facilities and courses reflect the work pattern of the community. Most students work part-time. Occupational orientation courses and college placement procedures emphasize job search. The NYC-in-College pattern involves a planned mixture of work and education.
Positive incentives to continue in school tend to be exhortatory rather than motivating. Crisis-intervention and support services are not usually available.	In physical environment, in image, in activities, in adult and peer group encounters, the college campus motivates toward continuing in school. Specialized support services, counseling and tutoring, strengthen capability for both study and work. Community colleges offer low cost continuing education, available to the NYC enrollee after he enters full employment.
The need, dignity, and worth of work can all be present, but the familiar environment, limited job pattern, and regulated environment do not raise sights or excite personal ambitions.	Greater freedoms, greater demands, greater visibility of the work world, more prestigious models, and close relating of work and study motivate goal setting and career planning.
Jobs involving mostly daily repetition of tasks are difficult to make motivating for youth. In-school jobs are usually tied in to a slow moving time-wage scale with little or no reward for individual excellence.	College pay schedules tend to be rigid, but rewards in new activity, personal recognition, new knowledge, new self-concept, new contacts, tend to encourage substitution of accomplishment for "wages only" as a personal goal.

Behavioral Objectives

It is expected that by the end of the **work for wages, study for credit** program, each enrollee will

- have earned a recommendation from his work supervisor certifying that he is a competent and dependable worker,
- have earned passing grades in each course he has taken at the college,
- have earned a recommendation from his NYC counselor certifying that he has been a responsible and cooperative participant,
- have a written education plan covering his next school year,
- have satisfactory study skills, make satisfactory use of verbal and numerical symbols, and have satisfactory behavioral adaptation, for successful performance in his educational plan,
- participate in group discussions and activities with competency, relevancy, and poise,
- include **himself as a worthy person** (his interests, his opinions, his needs, his accomplishments, his feelings, his failures) in his communication with other individuals and groups, without excessive self-derogation or self-exaltation.

Responsibilities

The NYC Goes To Community College summer program is an arrangement whereby a defined number of enrollees attend a community college for a defined number of weeks during the summer in order that the enrollees may enter a planned program of work and study, for which the college grants credit and the NYC pays wages. The arrangement constitutes an agreement between the college, the NYC sponsor, and each enrollee. Each party accepts responsibility for the performance of stipulated duties.

NYC Enrollee

- To attend classes and meet all course requirements,
- To perform all necessary duties of his assigned job,
- To attend counseling and tutoring appointments,
- To participate constructively in total college and NYC group activities,
- To share in evaluation, improvement, and public interpretation of the program.

NYC Sponsor

- To recruit enrollees,
- To pay wages of enrollees,
- To provide transportation for enrollees,
- To share attendance control,
- To interpret the purposes and outcomes of the program to responsible manpower agencies.

Community College

- To welcome each enrollee into the college community,
- To supply an incentive building environment,
- To provide courses suitable for the enrollee,
- To provide supervised employment for each enrollee,
- To provide necessary counseling and tutoring,
- To keep adequate fiscal and student personnel records,
- To interpret the purposes and outcomes of the program to the college community and to the public.

Sponsor and College

- To determine the calendar for the program,
- To determine the number of enrollees,
- To effect satisfactory fiscal arrangements,
- To evaluate the program.

STUDENT EVALUATION

During the last weeks of the summer program, a sample of the enrollees in the summer programs were interviewed by a counseling psychologist. The direct effort was to evaluate enrollee judgments about the value of the summer program; in addition to this it was hoped that some clue could be gained as to effective motivations for working with low incentive students.

Observations of the psychologist not only affirm the value of the program to the individual enrollee but afford a helpful and realistic look into the very heart of the program in its impact on the participating students.

Evaluations, as made by the young people themselves, were positive, practical, and helpfully critical. Typical of most young people of our present day, however, the interviewee's statements may well have minimized the depth of feeling they actually experienced during their summer's experience in this program. Young people today are prone to deprecate their immediate experiences and to repress enthusiastic statements about any program sponsored by "the establishment."

In basic interests, desires, and reactions to previous school experiences, these students were no different from their peers who were engaged in other activities during the long hot summer months. Many had been bored with the regular school experiences; several had either dropped out of school or were contemplating such a move prior to their participation in this special summer program. Even more regrettable was their gradual loss of feeling of self-worth and a consequent giving up of the dream of a promising future. It is most fortunate that the summer of 1970 marked a turning point for these young people. Interviews with representative young people in each of the five cities where **NYC Goes To A Community College** gave evidence of the deep and impressive personal values that young people derived from their summer's experiences. Not only did they reestablish a feeling of self-acceptance and of self-worth, but they gained a realistic and positive view of their own future and for the first time were able to establish and accept an appropriate vocational goal and related plan for training and preparation. Far from being potential school dropouts, these students were resolute in their decision to return to high school to complete their senior year and were equally resolute in voicing their desire to continue their education and their training through enrollment in a community college — preferably the one that they had attended during the summer period.

Their responses in the individual interview situations did show a much stronger feeling of self-respect and of self-confidence — strong enough to lead to a repudiation of the opinions and persuasions of their erstwhile groups of peers who had accepted failure, defeat, lack of success, and had decided to drop out of school. NYC young people had discovered the value and the gratification of remaining in school in order to make their future years more successful and happy. In close relationship was their avowed desire to make their families and even their high school teachers "proud" of them.

"I believe I have proved to my mother that her son will really amount to something."

"I had the opportunity to earn some money and to earn some college credits during a summer when I would probably have been unemployed."

"I had actually dropped out of high school when my counselor called me and told me about this program. I am still amazed to discover that I am now a college student instead of a high school dropout."

"I can hardly wait to see the reaction of my high school teachers when I return and show them that I can earn the highest grades in the class!"

"As soon as I finish high school, I will be returning to this very same college to prepare for a better future than I had ever thought would be mine."

"It scares me when I think how closely I came to ruining my life because I listened to my stupid friends and dropped out of high school. Now I will try to help them to see how important a good education really is."

"This has been the most exciting summer of my life and I wish it would never end. I love every day of it."

"I had a general goal for a career, but now I have a plan for reaching this goal."

"I felt like I was being treated like an adult."

"I have gained some college credits which I am glad of. My classes, sociology, and family living, were really rewarding because I learned a lot about people. I also experienced going to school with people older than me. Moneywise, I have been able to buy my school books, senior pictures, class ring, school clothes, save money, and help my parents a little."

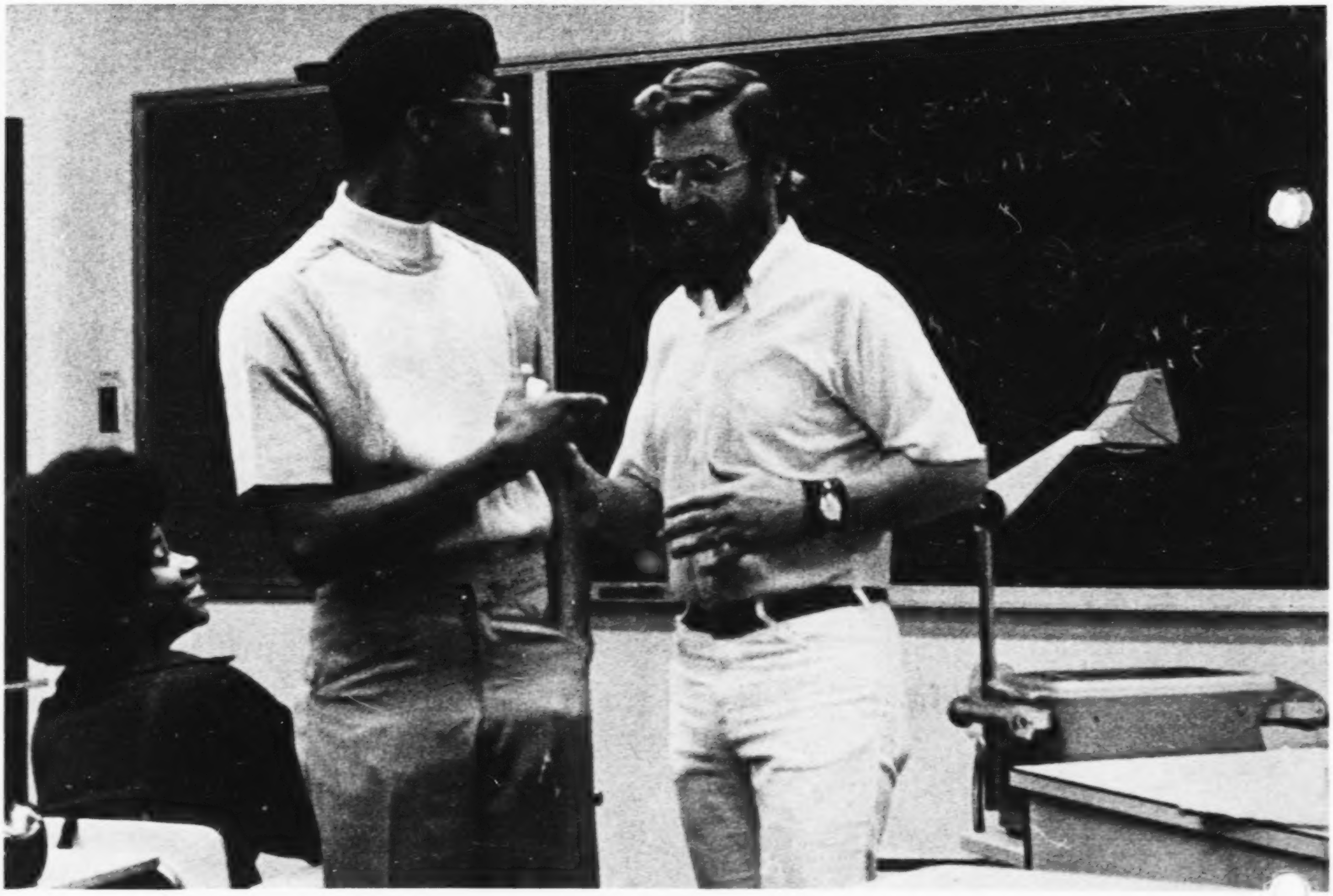
"It has given me a good experience working in the bookstore and helping me find out about college life. The credits were pretty helpful too."

"It has showed me that college isn't as bad as people make it out to be. It also has made me see that when you attend college, you have to show how you can take responsibility and how mature you are."

"It has taught me to look up at myself and let me know more about me!"

"Before this summer I thought college was for the other kids. Now I know that it can be for me."

"I learned that when I do go to college, it will take much concentration and determination."



Outcomes of the Summer NYC Goes To A Community College Program

Year	No. of Colleges	Entering Program No.	Completing Program No.	Completing Program %	Returning To High School No.	Returning To High School %	Completing High School No.	Completing High School %
1968	1	75	71	95	69	97	67	97
1969	13	590	513	87	507	95	472	93
1970	27	1073	912	85	828	90		

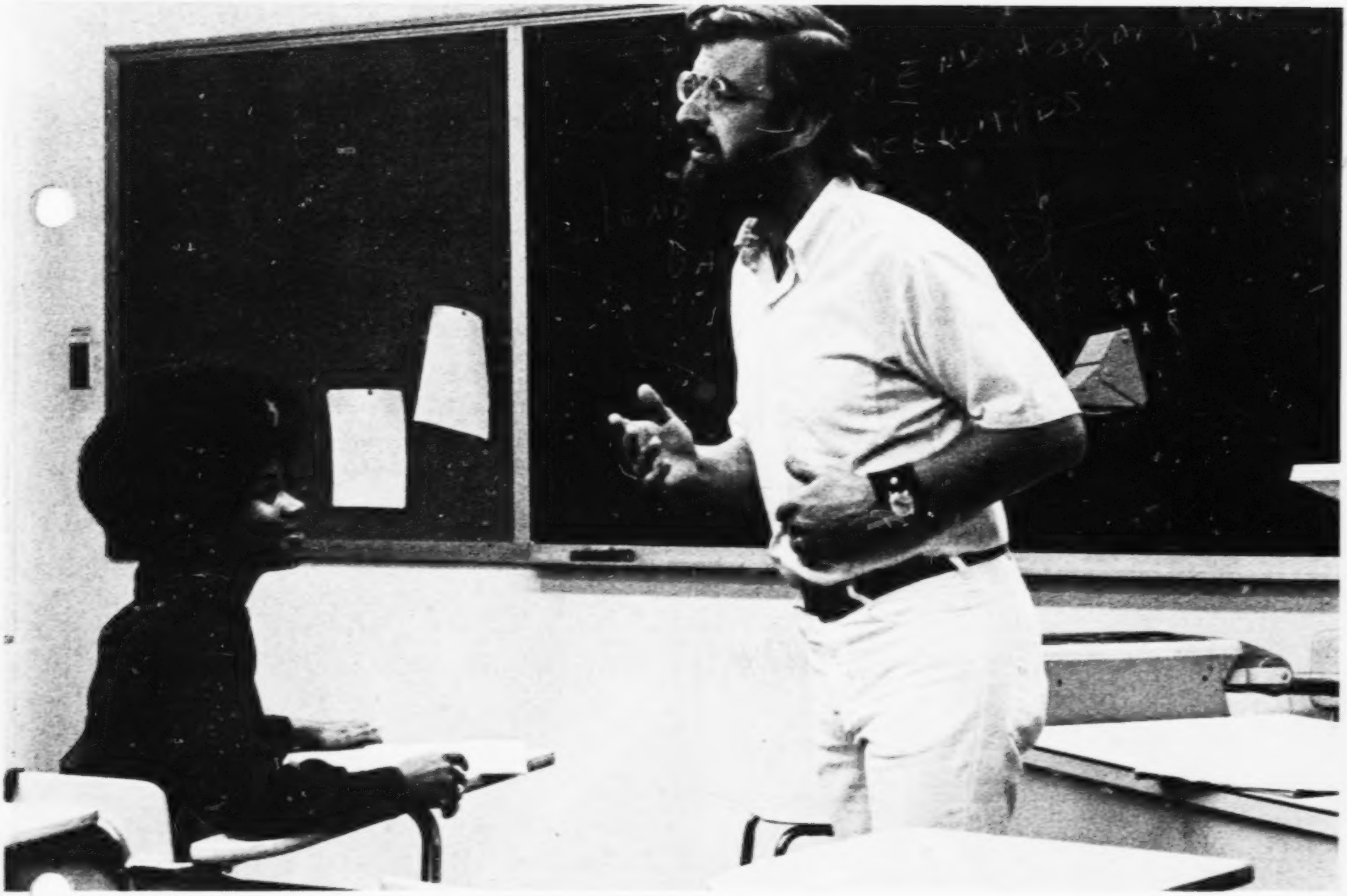
Influence of the Program on Personal Plans

	CALIFORNIA — 1969		FIVE STATE — 1970	
	Definitely Influenced Plans	No Influence	Definitely Influenced Plans	No Influence
a. Plan to finish high school next year	64%	38%	68%	32%
b. Choice of high school courses for next year	43	38	45	55
c. Choice of a future job	62	38	53	47
d. Plans for college attendance	74	26	70	30

Future Plans of Enrollees

	Yes	No	Yes	No	Undecided
a. To complete high school	100%		98%	2%	
b. To go to work before completing high school	38	62%	34	66	6%
c. To enter employment after high school	70	30	57	42	8
d. To attend college after high school	88	12	83	17	6
e. To attend this college	82	18	39	51	10
f. To enter military service after high school	11	89	11	87	2

Evaluation — Student — continued



Enrollee Opinions About NYC Goes To Community College Program

	CALIFORNIA — 1969			FIVE STATE — 1970		
	Helped	No Special Influence	Hindered	Helped	No Special Influence	Hindered
Process of selecting students	58%	34%	8%	34%	60%	6%
Tutoring by college tutors	44	56		52	42	6
Study time at college	74	22	4	60	34	6
College reading program	73	23	4	58	35	7
Transportation to college	44	34	22	33	50	22
Arrangements for lunch	34	44	22	33	41	26
Pay for work performed	84	11	5	67	19	14
Help from teachers	68	24	8	69	26	5
Courses taken at college	70	24	6	72	23	5
Academic counseling	42	54	4	46	48	6
Personal counseling	57	33	8	45	45	10
Orientation to the college	76	22	2	54	40	6
Recreational activities	60	34	6	51	36	13
Job assignment	92	6	2	69	23	8
Helpfulness of work supervisor	86	12	2	62	34	4
Trips and other special events	56	37	7	62	28	10

STAFF EVALUATION

QUESTION:

Should the program be continued?

ANSWER:

YES

100%

Which Components Worked Best?

Work Supervisors Ratings of Job Competence of NYC Enrollees:

	Excellent	Satisfactory	Poor
Quality of work at start of program	17%	58%	25%
Quality of work at end of program	75%	25%	——

Supervisor Evaluations of Components of the NYC Goes To Community College Program:

	Very helpful	Some help	No help
The wages received	83%	13%	4%
The work experience	55	28	
The college credits earned	67	33	
The college courses	72	28	
The tutoring and/or other academic support	33	59	8
The occupational study and career planning	50	42	8
The personal counseling	54	42	4
Being on a college campus	87	13	
Contacts with the program leaders	42	46	12
Contacts with fellow enrollees	63	37	
Contacts with other college students	59	33	8

What were the BEST features of the N. Y. C. Summer Goes to Community College Program?

> **"The youngsters in the project were underachievers — many had been told they couldn't make it and then in the course of one summer they found out they could make it and now there seems to be no stopping them. The staff were truly interested in the project and were most co-operative at all times — they really worked for and with the kids!"**
>
> — Helen McCulloch, NYC, St. Louis

Why Link Neighborhood Youth Corps With Community College?

Frequent Problems in the Operation of NYC Projects

Finding good work sites

Securing work supervision

Increasing employability by combining work with training

Motivating continuance in school

Strengthening self-concept

Motivating economic independence

Potential Advantages of Linking with a Community College

Community colleges have a variety of jobs.

Colleges can give the enrollee a one-to-one relationship with a mature college worker.

Community colleges are training-centered, provide specific courses aimed at employability.

In physical environment, in image, in activities, in adult and peer group models, community colleges motivate continuing in school.

Community colleges provide models, success experience in courses, opportunities for higher education, opportunities for self-discovery.

Community colleges provide wide freedoms, a visible work world, and a visible opportunity for continuing training.

Conclusions

Extend Educational Opportunity

1. NYC summer programs involving the placing of NYC enrollees on a community college campus for a summer of work and study are a demonstrated success. In 1968, one community college, in 1969, thirteen community colleges in one state, and in 1970, twenty-seven community colleges in six states cooperated with NYC sponsors to open doors of educational opportunity to a total of 1738 economically disadvantaged youths.
2. Dropout rates were low, returns to school were high. Each college is ready to repeat the program.

Combine Supportive Wages, Work Experience, and Education

3. NYC sponsors are unanimous in reporting NYC Goes To A Community College to be one of the summer programs they wish to continue. By coordinating NYC services with community college resources, sponsors obtain work sites that combine meaningful employment with educational opportunity.

Improve Communication Between College and Community

4. College administrators agree with NYC sponsors that the NYC Goes To A Community College programs have been successful. They have learned that NYC enrollees bring to the college a new line of communication with a part of the community the college wants to serve. They have learned that NYC wages add resources to the college's constant search for student financial aids.

Improve Self-Confidence of Enrollees

5. NYC Goes To A Community College enrollees have demonstrated to the colleges and to themselves that they can pass college courses. They have found that community college and career channels available to trained people **are open to them.**

Change Behavior

6. NYC Goes To A Community College programs have shown that the behavior of low incentive, near-failing students, can be changed by giving such students a challenging work-for-wages, study-for-credit experience **on a college campus.**

Reinforce Motivations Toward Self-Improvement

7. The basic NYC motivator (wages for work) has again been shown to be effective when it is used to reinforce work and education experiences which are attractive to disadvantaged youth. When program supervisors and NYC enrollees have evaluated the relative influence of various components in a summer program, the appeal of wages has been exceeded only by the total impact of the college campus. College credits, new learning in college courses, meaningful work experience, counseling, tutoring, and college activity programs, have added to the complex of influences that activate low incentive students to new levels of effort.

PROGRAM GUIDELINES

Purpose

This "Guide" is addressed to the Directors of Neighborhood Youth Corps projects, to the administrators of community colleges, and to the responsible government officials who work with the Neighborhood Youth Corps. Its purpose is to suggest ways for extending and improving services for disadvantaged youth by introducing them to the opportunities available in community colleges. The guidelines are not directives. They are efforts to reduce multiple trial and error activities by the sharing of accumulated and organized experience.

Origin

This list of "essential practices" in the operation of NYC projects on community college campuses is a direct product of the NYC in College demonstration projects conducted in twelve California community colleges during the summer of 1969 and in eight nationwide community colleges during the summer of 1970. Eleven Neighborhood Youth Corps sponsors and twenty community colleges combined their services and resources to give approximately five hundred NYC enrollees a ten week work-for-wages, study-for-credit experience. Each of the colleges admitted NYC youth to its summer session, provided a supervised job for each youth, counseled with each youth on course selection, provided special academic and personal support services as needed, and welcomed each youth into its campus family. The local NYC sponsor recruited the enrollees, paid them for their work, and participated actively in the summer experience. Principal thrust of the programs was to effect behavioral change in the enrollees by adding the incentives of a college campus environment, college classes for credit, and special supportive services to the basic NYC incentive of pay for meaningful work.

Search

Continuous contact with NYC Sponsors and college leaders during progress of the summer programs was used to generate a list of potential good practices for the operation of such programs. Immediately after the completion of the programs, this list of practices was submitted to the NYC sponsors and to college officers for their evaluation. The guidelines which follow were developed from the evaluative judgments of these responsible and experienced leaders.

Necessary Program Arrangements

At the end of the 1969 and 1970 summer NYC programs on each campus, local NYC sponsors and college leaders were invited to respond to an organized "Check List for Developing and Evaluating Desirable Components of a Neighborhood Youth Corps — Community College Program." Sixty-two responses were received, representing accumulated judgments of management personnel from each of the twenty programs, concerning the relative usefulness of each of forty-three practices, separated into éleven categories. Results of these evaluations were as follows:

	Essential	Useful	Doubtful
1. Effective Programs Involved Firm Written Agreements Between the NYC Sponsor and the Community College.			
In order of importance, these necessary agreements include:			
(1) NYC SLOTS: Agreement by U.S. Department of Labor (national and regional and NYC sponsor) to furnish a definite number of NYC positions.	87%	13%	%
(2) RECRUITMENT: Agreement as to responsibility for informing, selecting, clearing eligibility, and initial induction of enrollees. Legal admission to the college, including agreements about utilization of credit.	92	8	
(3) SHARED COSTS: Agreement by U.S. Department of Labor, Neighborhood Youth Corps sponsor, and the college, as to fiscal responsibilities for meeting costs.	80	16	4
(4) CALENDAR: Specified dates for NYC and college approval of program, recruitment of enrollees, operation of program, and follow-up of enrollees.			
2. Quality Programs Included Firm Arrangements for Identification and Recruitment of Enrollees.			
(1) PERSONAL CONTACT: Information about the NYC program can be given in group meetings or in writing, but it is important that actual identification and selection of NYC enrollees include personal face-to-face contact. The initial counseling period is an important part of the total program of individual development.	87	4	9
(2) CLEAR COMMUNICATION: It is important that the NYC sponsor, the college admissions office, and high school counselors all give out the same accurate information. Channels of communication between operating agencies must be open.	87	13	
(3) FIRM RESPONSIBILITY: There is no best way to accomplish recruitment but the individual or individuals who are to be responsible must be given a firm commitment.	80	20	
3. Best Programs Were Those with Identified Leadership and Coordination.			
(1) COLLEGE LEADERSHIP: The college as a whole must be given and must accept responsibility for leadership of the program to be conducted on its campus.	67	25	8
(2) DIRECTOR: Within the college there must be specific assignment of an official as a director of the project.	75	20	4
(3) POLICY COMMITTEE: This committee must include responsible representation from the NYC sponsor, high school administration, high school NYC program coordination, the college admissions office, college administrator, the NYC project director, the college faculty, the college student body, and the college classified staff. The Policy Committee needs to be an active group with a planned schedule of meeting and with records kept of meetings.	25	59	16
4. The Most Successful Instructional Programs for NYC Enrollees were Those that Provided:			
(1) DIVERSIFIED COURSES: A wide offering of vocational and first level academic courses. The college summer schedule should reflect course offerings that make possible the meeting of individual differences in NYC enrollees.	50	37	13
(2) ACADEMIC SUPPORT: The college courses should provide for training in reading skills, study habits skills, and other "helper courses" useful in assisting high school students to meet college study requirements.	83	17	
(3) FLEXIBLE SCHEDULING: It must be recognized in advance that changes in course programs will be necessary. Flexible scheduling must be built into the program.			
(4) EXPERIENCED TEACHERS: It is important that the college assign teachers with known competency in teaching unselected learners. The teachers must be acceptant of and sympathetic to the program and must be interested in working with NYC enrollees.	92	8	

	Essential	Useful	Doubtful
5. Effective Work Programs Included:			
(1) SPECIFIC JOBS: Early attention must be given to identifying specific jobs on the college campus that need to be done and that can be done by NYC enrollees.	80	12	8
(2) ACCEPTANT WORK SUPERVISORS: The work supervisor will ordinarily have the best opportunity of anyone in the college for establishing a one-to-one relationship with the NYC enrollee. Each work supervisor should be acceptant of this responsibility.	67	25	8
(3) ON-THE-JOB TRAINING: Provisions should be made for teaching the skills that are necessary to achieve success on the job.	72	20	8
(4) VARIETY IN TYPE AND LEVEL OF JOBS: A college campus is a total community with many different kinds of necessary work. Identified jobs should include outdoor, indoor, mechanical, clerical, etc., and should include challenging jobs for NYC enrollees with some developed job skills as well as those with no job skill.	63	25	12
(5) ARRANGEMENTS FOR JOB ROTATION: Opportunities for rotation should be available but it need not be the plan that every NYC enrollee will rotate through more than one job.	7	72	21
6. Desirable Counseling Services Included:			
(1) RAPPORT WITH ENROLLEES: In selecting counselors, the college needs to give careful attention to known characteristics of expected NYC enrollees and should select counselors with prior experience in working with students with these characteristics.	54	46	
(2) SPECIFIC ASSIGNMENTS: The counselor or counselors who are to help NYC enrollees should be identified in advance and firm arrangements made for necessary counseling time.	75	25	
It may be that the college will need to give weight to ethnic and age consideration as well as professional qualifications in the selection of counselors.	42	46	12
(3) GROUP COUNSELING: Provisions should be made for utilizing group techniques in working with enrollees as well as individual counseling. Confrontation techniques and group support techniques can make a positive contribution to the entire project.	46	42	12
7. NYC-In-College Programs Worked Best Where the College Provided Special Academic Support Services.			
(1) PLANNED TUTORING: The college should anticipate that tutoring will be needed by some of the NYC enrollees and should plan tutoring services in advance.	42	54	4
(2) COMPETENT TUTORS: It is important that tutors have some knowledge of the subject being studied by the enrollee and it is especially important that tutors have capability in achieving rapport with enrollees. Here again, the college may need to give attention to ethnic and age factors in selecting tutors.	58	42	
(3) SCHEDULED AND UNSCHEDULED HOURS: Experience has shown that some enrollees need specific assignment to tutoring; others need free time for self-referral to tutors.	37	63	
(4) ORGANIZED LEARNING CENTER: The college reading laboratory, the language laboratory and other instructional facilities that combine the services of experienced specialists and the facilities of modern educational technology are of special use in the conduct of an NYC program. The college should make sure that time in these facilities is made available to NYC students.	75	25	
8. Effective Programs Included Firm Arrangements for Academic and Payroll Accounting.			
(1) FIXED RESPONSIBILITY: The definition of duties by the NYC sponsor and college offices must be firmly established and clearly communicated.	87	9	4
(2) "PAY-ON-TIME" COMMITMENT: Payday is the best day for the NYC enrollee. Delayed paydays destroy morale. Every person in the accounting team must be committed to the importance of payday.	83	13	4
(3) ACCURATE BUT SIMPLE RECORDS: The program must not be killed by paperwork, nor must it be mysterious by a lack of records.	75	21	4
(4) PLANNED CALENDAR: Each phase of the accounting procedure needs to be planned in an orderly sequence and the calendar for each activity by enrollee, by college officer, or by NYC officer must be clearly communicated.	80	20	
9. Best Programs Included Arrangements for Total Campus Involvement.			
(1) WELCOMING ATTITUDE: The college must keep in mind that NYC enrollees are high school students, and in some instances, are students with special anxieties about such mysterious and authoritarian places as colleges. Every effort should be made to communicate WELCOME to each NYC enrollee.	83	17	
(2) TOTAL PERSONNEL SUPPORT: The security officer, the gardeners, the clerks, the secretaries, the teachers, the administrators, must all agree that the presence of NYC enrollees on campus is desirable and should give positive reinforcement to the instructional and job program.	63	37	
(3) SHARED FACILITIES: Colleges have many facilities. NYC enrollees will naturally get into classrooms, but the college shoud plan activities and events that bring NYC students into the recreational and social facilities that are avaliable for the regular college students.	67	33	
10. Best Programs Included Arrangements for Total Community Involvement.			
(1) PLANNED EVENTS: Project planners should determine in advance the particular community resources that will be available during the NYC project and should make prior arrangements for a planned sequence of activities that get NYC enrollees into the community.	58	42	
(2) WIDE RANGE OF ACTIVITIES: The events should include cultural, social, political, as well as recreational activities.	58	38	4
(3) LOW COSTS: Arrangements should be made to cover all the expenses of planned community events with no cost or with very little cost to the enrollee.	58	38	4
11. Quality Programs Included Plans for Evaluation.			
(1) DEFINED OBJECTIVES: It is important that the college and the NYC sponsor identify, where possible in behavioral terms, the objectives they hope the program will accomplish.	58	28	14
(2) NYC EVALUATION: Judgments of NYC counselors and managers should be utilized.	63	33	4
(3) ENROLLEE EVALUATIONS: Instruments and procedures should be devised for securing initial and terminal judgments of NYC enrollees concerning the program as a whole and concerning each component of the program.	58	38	4
(4) COLLEGE EVALUATION: The project director, college counselors, college tutors, and college work supervisors should be involved in evaluating the outcome of the project.	80	16	4
(5) FOLLOW-UP: Planned arrangements should be made for following the school history and the work history of enrollees for a definite period after termination of the NYC project.	67	29	4
(6) HARD DATA: Plans should be made to collect as much objective information (age, sex, prior grades, courses taken, attendance records, job regularity, final grades) before the project, during the project, and after completion of the project as can be obtained. It must be recognized that the NYC enrollee is frequently sensitive to comparative data. Judgment must be used in the weighting of quantitative and qualitative information.	50	42	8

Essential Practices

- Early college and NYC agreement on the number of slots.
- Early agreement on responsibility for recruitment.
- Early agreement on responsibilities for costs.
- Acceptance by the college of primary leadership of the program.
- Identification and assignment of a project director.
- Provision in the summer instructional program of academic support courses, (e.g., reading, study skills, etc.)
- Identification of sufficient specific jobs for enrollees.
- Identification of acceptable and acceptant job supervisors.
- Utilization of high school counselors in recruiting enrollees.
- Planned provision for enrollee transportation.
- Identification and assignment of counselors with demonstrated rapport with NYC clients.
- Planned provision for tutoring services.
- Clear and agreed upon arrangements for keeping time records and paying enrollees on time.
- Arrangements to open college facilities to NYC enrollees and to welcome them to the college community.
- Formulation of a design and plan for evaluation of the program in terms of hard data, subjective opinions of enrollees and supervisors, and follow-up after the program is completed.

Problematic Approach

- Use of student tutors competent in subject fields and in rapport with learners.
- Provision of some developmental level courses especially created for NYC enrollees.
- Appointment and regular use of a broad-based Policy Committee.
- Inclusion of variety and multiple levels in jobs selected.
- Firm commitment of counseling time of regular college counselors for the summer NYC program.
- Provision of both scheduled and unscheduled hours for the counseling of NYC enrollees.
- Provision for use of teachers with acceptance and experience in teaching disadvantaged students.
- Provision of a learning center for implementing individual study by NYC enrollees.
- Early agreement on information about the program that is to be released to enrollees.
- Arrangements to provide access to a planned pattern of community recreational and cultural events at no cost to the enrollees.
- Development of informed and acceptant attitudes toward NYC enrollees by all college personnel.

SEPT OCT NOV DEC JAN FEB

Fall Semester Preparation

- Begin discussions about a summer program.
- Design the model to be followed.
- Get NYC director approval.
- Get college administrator approval.
- Determine the number of work stations available.
- Organize a college advisory committee.
- Secure and distribute NYC Goes To Community College Report.
- Determine and secure necessary Board action.

Summer Program Calendar

NYC Goes To Community College

MAR APR **MAY** JUN **JUL** AUG

Spring Semester Preparation

- Appoint a director for the summer NYC program.
- Effect agreements with NYC sponsor on number of slots, recruitment, and fiscal arrangements.
- Determine needed courses for the summer schedule of classes.
- Select teachers for summer classes.
- Develop and distribute announcements of the NYC Goes to Community College program.
- Determine and arrange for supportive services, library, study center, counseling, recreational facilities.
- Identify work stations and brief work supervisors.
- Plan payroll dates and procedures.
- Plan for attendance control.
- Prepare evaluation plans.
- Arrange for textbook acquisition.
- Recruit the NYC enrollees.
  NYC Responsibility
- Plan recreational and visitation program.
- Plan and effect an "Orientation to the Campus" day.
- Plan transportation arrangements.
- Select student tutors and counselor aides.
- Counsel enrollees on course selection and work assignment.

Summer Session

First Week: Assignment of tutors to students.

Registration, start of courses and of jobs, counseling contact with each enrollee, start of tutoring, readjustments of class and work schedules, first NYC assembly, first planned on-campus or off-campus recreational program, check on attendance, payroll accounting, transportation, adjustment problems.

Each Week: Counseling, tutoring, program readjustment, program director contact with each counselor and work supervisor, planned recreational activity for NYC enrollees. Planned evaluation of program by enrollees and college officers.

Last Week: Completion ceremony, final evaluation by NYC sponsor, NYC students, all college personnel.

Follow-up Completion of attendance and grade records, analyses of data, reports to NYC sponsors and to high schools.

Final review of outcomes and drafting of improvement plans.

Acknowledgments

The Five State Model of the NYC Goes To A Community College was completed with the help of many people. In one way or another each of the following participated in the project:

CHICAGO

U. S. Department of Labor, Region V
William B. Lewis, Regional Manpower Administrator
Edmond V. Worley, Act. Associate R.M.A. for Illinois
D. Donald Glover, Associate R.M.A. for Ohio

NYC SPONSOR
Chicago Committee on Urban Opportunity
Edward S. Lowe, Director, NYC Programs
Mrs. Erma Turner, Director, Work Training Division
Roger White, Coordinator of NYC Work Programs

MALCOLM X COLLEGE
John Morrow, Director of Research
Mrs. Alice Robinson, Director of NYC Project

CLEVELAND

NYC SPONSOR
Cleveland Public Schools

Lawrence S. Duda, Coordinator, In-School Program
Ronald Moss, On-Campus Coordinator

CUYAHOGA COMMUNITY COLLEGE
Dr. David Stevenson, Project Coordinator
James Frost, Coordinator, College Skills

ST. LOUIS

U. S. Department of Labor, Region VII

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Human Development Corporation of Metropolitan St. Louis

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Helen McCulloch, Counselor

FOREST PARK COMMUNITY COLLEGE
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William G. Knox, Program Director

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Maricopa County: City of Phoenix
Robert Hamilton, Director, NYC Projects
James DeVoss, Program Director
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COLLEGES
William Berry, Project Director, Glendale Community College, Glendale, Ariz.
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Harold Naumoff, Project Director, Phoenix College, Phoenix, Ariz.
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SAN FRANCISCO REGIONAL PROGRAM

The California expansion of the NYC Goes To A Community College was developed under the direction of the staff of Region IX of the U. S. Department of Labor.

Edward A. Aguirre, Regional Manpower Administrator
Phil[illegible] T. Lawlor, Associate R.M.A. for California
Rob[illegible] Reynolds, Area Director for Los Angeles

Project Officers: Brough Jones, Linda Gruber, Larry Kelley, Bruce Stark, Eugene Moratta

NYC Directors: Murray Via, Hector Rosendin, John Peshkoff, Leon Williams, Tom Williams

With the support of these officers, NYC sponsors and community college administrators in nineteen communities continued the program developed as a demonstration project in 1969.

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COLLEGE PRESIDENTS

Dr. Charles G. Hurst, Jr. — Malcolm X College, Chicago
William E. Snead — Forest Park College, St. Louis
Dr. Joseph Cosand — Jr. College District of St. Louis
Dr. Charles E. Chapman — Cuyahoga Community College, Cleveland
Dr. R. William Graham — Hillsborough Jr. College, Tampa
Dr. John F. Prince — Maricopa Co. Jr. College District, Phoenix
Dr. Irwin L. Spector — Maricopa Co. Jr. College District, Phoenix
Dr. John D. Riggs — Mesa Community College, Mesa
Dr. Matt O. Hanhila — Glendale Community College, Glendale
J. Lee Thompson — Phoenix College, Phoenix

WASHINGTON STAFF

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Study for Credit

Work for Wages
Study for Credit

Work for Wages
Study for Credit

Work for Wages
Study for Credit

Work for Wages
Study for Credit

Work for Wages
Study for Credit

Work for Wages
Study for Credit

Work for Wages

SUMMER NYC GOES TO A COMMUNITY COLLEGE

Agenda For Review Of a Model

I. The Model

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Schematic design	Report, p. 10
Philosophy	
Purposes	"Reprint," p. 1, Tab 2, Tab 12
Rationale	Report, p. 12, p. 20
Responsibilities	Report, p. 15

II. The Demonstration Projects

History	Report, pp. 2-7; "Reprint" p. 1
Enrollee statistics	Report, p. 18, p. 9, Tab 5
Programs	Report, p. 4
Common characteristics	Report, p. 1,"Reprint," p. 1
Typical day	Tab 2, Tab 3
Local features	Report, pp. 5-7, "Reprint," p. 2
Courses	Tabs 1,2,6,7
Work Experience	Report, p. 8, Tabs 3,7
Support Services	"Reprint," p. 2, Tabs 8, 10
Costs	Tab 11
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III. Operational Procedures

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Suggestions from Sponsors	Supplement A
Occupational Orientation	Supplement B
Program Evaluation	Supplement D
Services and Costs	Supplement C

SOURCES OF EXHIBITS:

Exhibit 1	Southwestern College, San Diego, Calif.
Exhibit 2	Maricopa County J.C.D., Phoenix, Ariz.
Exhibit 3	DeAnza College, Cupertino, Calif.
Exhibit 4	Neighborhood Youth Corps, St. Louis, Mo.
Exhibit 5	Neighborhood Youth Corps, St. Louis, Mo.
Exhibit 6	Forest Park College, St. Louis, Mo.
Exhibit 7	DeAnza College, Cupertino, Calif.
Exhibit 8	West Valley College, Campbell, Calif.
Exhibit 9	Maricopa County J.C.D., Phoenix, Ariz.
Exhibit 10	DeAnza College, Cupertino, Calif.
Exhibit 11	DeAnza College, Cupertino, Calif.
Exhibit 12	Evaluation Technology Corporation
Exhibit 13	Forest Park College, St. Louis, Mo.

Exhibit 1

June 9, 1969

Mr. Leon Williams
852 Eighth Avenue
San Diego, Calif. 92101

Dear Mr. Williams:

This letter serves to indicate the range of special services Southwestern College agrees to provide enrollees in the Neighborhood Youth Corps/Southwestern College program and also to serve as a letter of agreement between Southwestern College and the Neighborhood Youth Corps. As a letter of agreement this reflects the commitment of both parties and the responsibilities assumed by each organization.

Provisions of the Neighborhood Youth Corps/Southwestern College program will include the following elements:

Courses:

1. Psychology A - Career Development
2. Psychology 28 - College Orientation
3. One additional course to be selected from the regular Summer Program. (For example, Art, Biology, Mathematics)

Enrollees will be attending classes, seminars and field trips between 8:00 a.m. and 12:00 noon daily.

Work:

1. Enrollees will be working from 1:00 p.m. to 4:00 p.m. daily under the supervision of either college classified or certificated staff members. The majority of enrollees will be assigned to on-campus work sites.

2. In individual instances assignment to off-campus work will be arranged where a significant contribution to the enrollee's development would result.

Special Features:

1. Individual tutoring in subject areas and basic learning skills. (Voluntary)
2. Individual vocational testing and counseling (not mandatory).
3. An Organized recreational program during the noon hour. (Voluntary)
4. Cultural activities; visits to museums, art galleries and historical points of interest in the San Diego area. (Voluntary except in special instances)

Transportation:

Transportation to and from one central point to be determined by the college will be provided to the enrollees by the college.

We feel Southwestern College can absorb much of the special costs generated by this program. The financial contribution to be made by the Neighborhood Youth Corps to Southwestern College for administrative, transportation, and special services to the students will be $60 per enrollee. The Neighborhood Youth Corps agrees to pay the salaries for enrolled students for 40 hours per week throughout the ten week period.

I am looking forward to our join participation in the Neighborhood Youth Corps/ Southwestern College program and the benefits to be derived by those youngsters participating in the program. I trust our association in the program will be mutually beneficial.

Cordially,

Chester S. DeVore
Superintendent/President

CSD:ff

Exhibit 2

FOLDER V, Item A-3
Page 1 of 3

MARICOPA COUNTY JUNIOR COLLEGE DISTRICT

Date: September 23, 1970
To: Dr. Prince and Members of the Governing Board
From: Dr. Spector
Subject: NEIGHBORHOOD YOUTH CORPS

Last May, the Governing Board approved and gave permission to the Administration to cooperate with the Maricopa County Neighborhood Youth Corps Program and permitted the enrollment of 80 high school seniors into the summer school programs at Glendale Community College, Maricopa Technical College, Mesa Community College, and Phoenix College.

Since this was an initial and new effort for our District, this brief evaluation report calls to your attention the results of our experiences in the program and is a summary of a multi-page report prepared by Mr. Paul Widmer, the College Coordinator of the Program and Mr. Robert Hamilton, Administrator of the Neighborhood Youth Corps, together with college staff associated with the program.

PURPOSE:

The Neighborhood Youth Corps program was created to effect student behavioral changes as a result of individual responsibility for performance, development of effective study skill habits, and the development of a stronger self-concept through career planning.

SELECTION OF STUDENTS:

The students at the four Community colleges were selected by the counselors and teachers at their respective colleges with assistance from the NYC Staff. The selection criteria were: (a) Student meeting the NYC financial criteria; (b) eligibility to enroll as a senior in high school in the Fall of 1970; (c) indicate a desire to attend summer school; (d) able to benefit from his experiences in the program.

Students were selected during the first two weeks in June. They started classes after an orientation on June 15, 1970.

COUNSELING:

Students were counseled individually and in small groups. Students were generally free to choose one class from the summer school offerings of the college for each session. Most students were assigned to either a Basic Psychology class, a Career Planning class, or a Communications class during one of the two sessions.

TYPICAL DAY:

Although the student schedules varied, to some extent, for each campus, some classes started at 7:00 A. M., but most students started either class or work by 8:30 A. M. Students had a one-hour lunch period and all students were on their way home by 4:00 P. M. Their 35-45 hour class and work schedule included 26 hours for which the student was paid at the rate of $1.45 an hour or $37.70 per week.

COLLEGE COURSES:

In addition to students enrolling in Communications, Basic Psychology and Career Planning classes, a number of students did enroll in other college courses. A list of the college course offerings includes:

- Anthropology
- Beginning Typing
- Business Communications
- Ceramic Arts
- English 101
- Family Living
- Healthful Living
- History
- Philosophy
- Sociology

WORK STATIONS:

All work sites were on the college campuses. Some examples of work sites were:

- District Personnel Office
- Library Technical Services
- Admissions Office
- Data Processing Laboratory
- Counseling Center
- Placement Office
- College Radio Station
- Bookstore
- Library
- Science Laboratories
- Audio Visual Department
- Electronics Laboratory
- Food Services
- Athletic Department
- Faculty Offices
- Maintenance
- Steno Pool
- Administrative Offices
- Student Personnel Services
- Fiscal Agent

Supervisors indicated that the quality of work performed by the NYC students was comparable to work done by college student assistants.

TERMINATIONS:

Sixty-eight of the eighty enrollees completed the program. Reasons given by the 12 students who did not complete the program were as follows:

Migrant Worker (2)
Excessive Absences (2)
Family Vacation (2)
Moving out of state
Death in Family
Lack of Interest
Didn't like school
Personal Problems
Married

GENERAL REACTIONS AND COMMENTS:

a. Enrollees appeared more optimistic about their future.

b. Most enrollees demonstrated a desire to attend college after high school due to their experiences.

c. The idea of being on a college campus was gratifying to the enrollees.

d. The program provided excellent motivation to the enrollees.

e. The program helped a great deal in deciding whether to finish high school.

f. Students liked the idea of taking college classes for credit.

g. The vocational-career planning class was most beneficial.

h. Job supervisors stated that the enrollees worked well at their jobs.

i. Students, for the most part, liked their job assignments and felt they were meaningful work experiences.

j. Each work supervisor took an active part in seeing that the enrollee's job was meaningful.

k. The college counselors did an outstanding job in interviewing and scheduling classes for the enrollees.

l. The District Administration was very cooperative in its efforts to implement the program.

m. Transportation problems seemed to work out well as the program progressed.

Mr. Hamilton, Administrator of the Maricopa County Neighborhood Youth Corps, has requested permission to personally make a brief report to the Governing Board at the meeting of September 28 to make comments pertinent to the program and to answer any questions that the Board may have concerning the Summer NYC activities.

HS:kk

Exhibit 3

VII. THE AVERAGE DAY:

Students provided their own transportation and helped one another get to school by car pools where students would all meet at a given pick-up point at the home of a staff member in the program. Students would leave from the meeting point between 7:15 A.M. and begin his or her first class at 8:00 A.M. and continue in class or assigned tutoring until 12:00, with a ten minute break each hour. One hour, usually from 12:00 - 1:00 was spent eating lunch in the cafeteria. From 1:00 P.M. until 4:30 P.M., was spent by the student at his or her work station. At 4:30 P.M. students would assemble with their respective group leaders, receive instructions for the next day, sign out, and then at 5:00 P.M. return home.

VIII. STAFFING AND SUPERVISION:

The staff for the summer program consisted primarily of students who attended De Anza College during the regular academic year and who were employed in the Multicultural Program. Each summer staff member received pre-program training as well as in-service training throughout the summer. The summer program staff consisted of thirty-one (31) full time paid employees. Four (4) staff members were regular contracted staff with the remainder divided up as follows; fourteen (14) student supervisors, eight (8) tutors, three (3) teacher-aides, and two (2) secretaries.

Supervision was provided primarily by faculty and the college summer staff. The special and interested involvement of the college staff, from Student Activities Director to Campus Center staff, to the Director of Campus Security, were all very important elements in the success of the program. (See Appendix F).

IX. TUTORING:

A complete tutorial program was developed with eight full time paid tutors and eleven volunteer tutors running the Tutorial Center and providing tutorial assistance for the program. The tutoring was conducted on a one-to-one basis as well as in groups for all academic subjects. The tutors received progress reports from instructors on the students every two Weeks which indicated the

Neighborhood Youth Corps
NYC Goes to College Application

Exhibit 4

NYC Goes To College is a special experimental program, sponsored in St. Louis by the Junior College District and the Neighborhood Youth Corps. A small selected group of the graduating class of '72 will be chosen for the program. These students will spend their summer working and taking courses at Forest Park Community College. Participants in the program will be paid for both attending class and working.

READ THIS FORM CAREFULLY - COMPLETE ALL PARTS

Name ______________________ Age ______________ Birthdate ______________

Address ____________________ Zip Code____________ Telephone ______________

Social Security Number ________________________

School_____________________ Graduating June '72 Yes_____ No______

Presently Enrolled in NYC Yes______ No ______

If you ever worked in NYC list positions held below:

Agency	Job	Counselor	Dates

If presently failing any subjects list them:

What do you plan to do after completing high school?

What type of occupation would you like to pursue after completing your education?

I heard about NYC Goes to College through ________________________________

English Composition is required of all students. If selected in which of the following courses would you most like to be enrolled: (Show preference by rating from 1 to 8 with 1 being your 1st choice and so on down the line)

__________	Art Appreciation	_____	Introduction to Sociology
__________	American History (Black Emphasis)	_____	Oral Communication
__________	Introduction to Anthropology	_____	Mathematics
__________	Music History	_____	Human Relations

I would like to participate in NYC Goes to College; If chosen for this project I will do my best to co-operate.

____
Applicant's Signature

____
Referring NYC Counselors Signature

Exhibit 5

NYC GOES TO COLLEGE

Forest Park Community College
St. Louis, Missouri

STATISTICS

Head of Household

Father	32%
Mother	40
Male Guardian	0
Female Guardian	0
Grandparents	4
Stepfather	12
Applicant	4
Other	8
	100%

Number of Persons In Household

One	4%
Two	4
Three	12
Four	8
Five	16
Six	12
Seven	12
Eight	20
Nine	0
Ten	0
Eleven	8
Twelve	4
Thirteen	0
	100%

Youth Contributes To Support Of Family

Yes	72%
No	28
	100%

Youth Lives With

Both Parents	32%
Father Only	0
Mother Only	40
Guardian	0
Grandparents	4
Step Parents	12
Other	12
	100%

Family Receives Welfare

Yes	32%
No	68
	100%

Estimated Annual Family Income

Below 1,000	8%
1,000 to 2,000	16
2,000 to 3,000	20
3,000 to 4,000	32
4,000 to 5,000	16
Above 5,000	8
	100%

Number of Persons Living In Family

One	0%
Two	8
Three	12
Four	8
Five	16
Six	16
Seven	8
Eight	20
Nine	0
Ten	0
Eleven	8
Twelve	4
Thirteen	0
	100%

Last Grade Completed

Eight	0%
Ninth	0
Tenth	0
Eleventh	100
	100%

Exhibit 6

FOREST PARK COMMUNITY COLLEGE
5600 OAKLAND AVENUE • ST. LOUIS, MO. 63110 • (314) 644-3300

A COLLEGE OF THE JUNIOR COLLEGE DISTRICT OF ST. LOUIS - ST. LOUIS COUNTY, MO.

NYC GOES TO COLLEGE

SUGGESTED COURSES FOR SUMMER SEMESTER 1971

10.100 Art Appreciation 3 credits
Prerequisite: None
This course is intended to stimulate the student's visual, emotional and intellectual awareness of his artistic heritage, and to acquaint the individual with the work of the great masters of the art world, both past and present.

15.211 Music History 1 3 credits
Prerequisite: None
The history of music in Western civilization from its origin; primitive and Eastern influences, the music of ancient people, the plain song, the polyphonic era; analysis and critique by means of performance and recordings.

82.101 American History 1 3 credits
Prerequisite: None
A survey of the cultural, economic, institutional, political, and social forces and events which have shaped the United States through the Civil War.

88.100 Introduction to Sociology 3 credits
Prerequisite: None
The factors which determine social organization and behavior are considered in this course. Study is concentrated on the social interaction of individuals with one another, of individuals with groups, and of groups with one another. Consideration is given to culture, social classes, population, institutional life and major trends in sociology.

88.106 Introduction to Anthropology 3 credits
Prerequisite: None
This course is designed to present to liberal arts students the general principles, theories, and methods used by anthropologists. Three broad topics are covered: race (the evolution of man), culture (the analysis of its uniqueness and diversity), and pre-history (the emergence of man from a state of savagery to civilization).

97.101 Oral Communication 3 credits
Prerequisite: None
This course studies the role of speaking in communication. It attempts to increase the student's effectiveness in communication in both formal and informal situations. The course includes a study of the communication process, the role of the listener, methods of speech organization, informative and persuasive techniques, and effective delivery.

88.032 Human Relations 3 credits
Prerequisite: None
This course is designed as an introduction to the basic principles of sociology, general psychology, and industrial psychology. Major emphasis is placed on such topics as the origin and development of the social body, group behavior, and the problems attendant to leadership and cooperation. Designed to develop a thorough understanding of good human relationships in the industrial complex. The course also proposes to aid in the formation of sound citizenship.

50.111 Modern College Mathematics 1 3 credits
Prerequisite: One unit of high school algebra
This course is designed to fulfill the mathematics requirement for students in the non-science fields. Topics presented include sets; introduction to logic; real number systems; groups; finite and infinite fields; functions, relations, and graphs; linear equations and matrices, statistics and probability; geometry and finite geometrics; and polynomial calculus.

Exhibit 7

DE ANZA COLLEGE SUMMER NYC PROGRAM - 1970

NAME	HIGH SCHOOL	CLASSES	WORK STATION
Aguirre, Alex	Cupertino	English 200 Guidance 50 P.E. 4	Bookstore
Alcantar, Mercy A.	Sunnyvale	English 200 Psych. 1A	Nursery School
Alvarez, Albert C.	Sunnyvale	English 200 P.E. 4 Poli. Sci. 51	Student Court
Alvarez, Andrew	Sunnyvale	English 200 P.E. 4 Poli. Sci. 51	N.Y.C. Recreation
Alvarez, Robert	Sunnyvale	English 52 English 200 Ethnc. 50 P.E. 4	Newsletter
Andrade, Enisoforo	Sunnyvale	English 200 Ethnc. 50 Math 200	Study
Barnes, Linda J.	Lynbrook	Guidance 50 P.E. 17 Psych. 1A Spch. 1A	Newsletter
Bautista, Lydia	Sunnyvale	English 200 P.E. 4 Psych. 1A	Student Court
Bounet, Christann	Lynbrook	English 200 Guidance 50 Poli. Sci. 51	Nursery School
Botello, Connie	Mt. View	Bus. 75A English 52 Math 200	Nursery School
Castillo, Miguel	Sunnyvale	Bus. 56 Guidance 50 P.E. 4 Poli. Sci. 51	Multicultural
Chan, Grace	Sunnyvale	D. Pro. 2 Hist. 17A	Study

ASSIGNMENTS FOR NYC STUDENTS

GLENDALE COMMUNITY COLLEGE

STUDENT	SUPERVISOR	AREA
Blaylock, Bob	Mr. McCoy	Electronics Lab
Corella, Herman	Mr. Pitman	Science Lab
Crandall, Richard	Mr. Van Meter	Agriculture Aide
Ferreira, Sally	Mr. Thompson	Clerk-Typist
Flores, Marilyn	Mr. Lundeen	Art Lab Asst.
Furnas, Jeanette	Mr. Keller	Audio-Visual Aide
Guebara, Becky	Teachers' Offices	Clerk-Typist
Hanes, Jean	Mr. Alpert	Clerk-Typist
Jimenez, Mary	Mr. Hoeffel	Clerk-Typist
Jimenez, Mary P.	Miss Hansen	Library Aide
Jimenez, Peter	Mr. Keller	Audio-Visual Aide
Lopez, Irene	Mrs. Denen	Clerk-Typist
Loustanau, Gloria	Mr. Peters	Science Lab Aide
Miller, Mary	Mr. Alpert	Clerk-Typist
Nakazawa, Patsy	Mr. Peters	Science Lab Aide
Rivera, Angel	Mr. Braasch Mr. Ortega	Maintenance
Thomas, Ivy	Mr. Rees	Clerk-Typist
Ybarra, Barbara	Mr. Taylor	Clerk-Typist
Ybarra, Yolanda	Mr. Barkin	Clerk-Typist
Yturralde, Rosalinda	Mr. Matz	Clerk-Typist

Exhibit 8

NYC TUTORIAL PROGRAM

1. Each tutor was in charge of eleven students along with two NYC II students who assisted in communications.

2. Each tutor met with his or her eleven students in separate classrooms.

3. Each tutor was provided with a confidential file on the transcripts and commentaries on interests and goals.

4. Tutors attended students' classes each morning which consisted mainly of English 3, 1A, 1B, Reading, Psychology, Math, Physical Science, Mexican-American in Contemporary Society, Music Appreciation, Health and Society, Sociology and U. S. History. The tutors attended these classes in order to receive a full understanding of the instructors' expectations, thus better equipping the tutor to handle supplementary instruction. Although the tutors felt it necessary to approach the students as "big sisters," "big brothers" or friends, it was also necessary that a certain level of authority be recognized. Since the tutors understood the objectives of the program to be motivation toward higher education, they discovered the students' interests, and thus supplied them with certain materials to incite or develop their talents and potentials. The tutors developed a definite rapport with the students through relativity; for the tutors were of similar economic background and encountered similar problems.

5. Once a week the tutors had an open discussion on contemporary issues and cultural conflicts. Once a week the tutors and students participated in athletic recreation, eg., baseball, basketball, volleyball and swimming.

6. The tutors met with their supervisor each day to discuss problems or share suggestions for improvement.

7. The tutors also found it necessary to visit the students' homes to get acquainted with their families, to know the two sides of the students' family problems and to ask the families for cooperation.

8. The first six weeks emphasized academia, but the tutors felt that the last two weeks were particularly essential in developing a closer relationship. Thus barriers were broken and students were reached. The job of tutoring was successful but motivation to further education would have have diminished if communication with particular students had not been achieved.

Exhibit 9

PHOENIX GRADES

	A	B	C	D	F	W
MESA COLLEGE (40)	3 (8%)	11 (27%)	10 (25%)	8 (20%)	7 (18%)	1 (2%)
GLENDALE COM.(36)	2 (5 %)	24 (70%)	2 (5 %)			8 (20%)
PHOENIX COLL.(40)	4 (10%)	7 (18%)	12 (30%)	10 (25%)	2 (5%)	5 (12%)
MARICOPA TECH. (40)	12 (30%)	28 (70%)				
TOTAL:	21 (13%)	70 (46%)	24 (15%)	18 (11%)	9 (6%)	14 (9%)

156 students

Exhibit 10

case, were cross examined, and were also required to answer questions asked by the justice. The court would then render a verdict of guilty or not guilty as charged, if guilty, a penalty would be handed down to the student. (See Appendix I).

XII. NYC NEWSLETTER:

The NYC Newsletter was written and produced weekly by the students so that all activities and functions of the program could be read by students and staff. The Newsletter staff was made up primarily of NYC students and one summer staff member who served in an advisory role. Deadlines were established on Monday of each week in order to get the paper out by Thursday afternoons. The newsletter became an incentive for students to write articles concerning the program, community, and personal affairs.

XIII. BANQUET AND AWARDS CEREMONY:

The final event of the program was the banquet and awards ceremony which brought together students, parents, staff and individuals from the county NYC office, the Fremont Union High School District, college administrators, and people who directly contributed in assisting the program to function.

Dinner was served to all who were in attendance and awards were given to students that made outstanding contributions to the program. Certificates of completion were given to each student that completed the program. Each of the five groups selected an outstanding individual from their group for special recognition and a group award. The county NYC office provided six trophies which were awarded to students that made the highest academic achievements (12 units of all A's), greatest overall contribution to the program, greatest amount of improvement, and the student which provided the greatest amount of leadership to the program. (See Appendix D).

Gavilan College

Exhibit 11

Board of Trustees: Mr. F. Ellis Bogle Dr. Norman Currie Mr. Howard Harris Mr. Bruce M. Jacobs
Mr. George T. Ratzlaff Mrs. Bonnie Simonsen Mr. George W. Thomas
Dr. Ralph Schroder
Superintendent-President

GAVILAN COLLEGE

NEIGHBORHOOD YOUTH CORPS

1.	Transportation: For rental of two busses and payment of two drivers. A. 1 mini bus (12 passengers) for San Juan/Hollister area B. 1 small bus (40 passengers) for Gilroy/Morgan Hill area	$1,380.00
2.	Tutors and Counselor Aides: A. 10 students, two hours daily B. $1.75 per hour for 40 days	1,400.00
3.	Program Director: A. For the month of August B. E.O.P. pays this person through July	1,280.00
4.	Work Supervisors: A. Ten students, three hours daily from 2:00-5:00 p.m. B. $1.75 per hour for 40 days	2,100.00
5.	Total Estimated Expenditures:	$6,160.00

The above figures do not account for:

- A. Awards banquet or dinner
- B. Field trips
- C. Follow-up studies
- D. Director, counselor and student school visits
- E. Program preparation (brochures, letters, publicity, campus jobs, orientation week, etc.)

1-25-71
continued next page

5055 SANTA TERESA BLVD., GILROY, CA. 95020 TELEPHONE — AREA CODE 408 — 842-8221

3 OF 4

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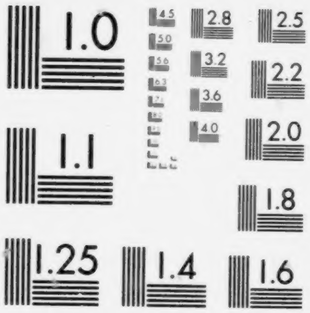
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Gavilan ∻ College

Board of Trustees: Mr. F. Ellis Bogle Dr. Norman Currie Mr. Howard Harris Mr. Bruce M. Jacobs
Mr. George T. Ratzlaff Mrs. Bonnie Simonsen Mr. George W. Thomas
Dr. Ralph Schroder
Superintendent-President

District Supportive Costs

1. Program Director: A. 7 days in June B. 23 days in July	$1,830.00
2. School Visitations/Follow-up A. 20 visits, 37 hours B. At $7.63 per hour	282.31
3. Transportation: A. An additional mini bus to transport additional students from the Hollister area.	450.00
4. Program preparation and materials: A. 25 days/2 hours daily at $7.63 per hour, $381.50 B. Materials; brochures, letters, publicity, orientation week, class schedules, etc., 50.00	431.50
5. Tutor and Counselor Aide Salaries: A. Head tutor and counselor aide, 3 hours daily/40 days/$1.75 B. 5 additional tutors and counselor aides, 2 hours daily/ 40 days/$1.75 per hour. $210.00 - $700.00	910.00
6. Work Supervisors Salaries: A. 1 head work supervisor, 3 hours daily/40 days/$1.75 - 210.00 B. 5 additional work supervisors, 3 hours daily/40 days/$1.75 - $1,050.00	1,260.00
7. Awards Banquet: Approximately 250 people, $250.00, plus $75.00 for awards	325.00
8. Administrative costs - prorated	510.00
TOTAL SUPPORTIVE COSTS	$5,998.81

Neighborhood Youth Corps
1-25-71
page 2 of 2 pages

5055 SANTA TERESA BLVD., GILROY, CA. 95020
TELEPHONE — AREA CODE 408 — 842-8221

Exhibit 12

323 MOBIL AVENUE, CAMARILLO, CALIFORNIA 93010 (805) 482-2017

ETC

EVALUATION
TECHNOLOGY
CORPORATION

323 17TH STREET SAN BERNARDINO, CALIFORNIA 92405 (714) 886-2010

Dear President:

Since retiring from community college administration in early 1969, I have been working on a project involving coordination of the services of community colleges with those of a manpower program for disadvantaged youth. I am enclosing a copy of a report on this project, and I want to identify some reasons why I think you should pay some attention to programs like this.

— All of the signs indicate continued high unemployment and underemployment of youth. This will lead to continued increases in post high school education. Community colleges will have to provide for most of the increase.

— Unemployment will be most serious among minority youth. As Dorothy Knoell pointed out in PEOPLE WHO NEED COLLEGE, community colleges have difficulty in making effective contact with this group. We need to learn how to involve ourselves with them and we need to coordinate our services with other agencies.

— Some form of economic support during training is essential if large numbers of economically disadvantaged youth are to make their way into suitable careers.

— The Neighborhood Youth Corps establishes counseling contact and is able to provide some employment for a limited number of in-school youth in most communities. The possibilities of using this contact and this support to establish a post high school career plan needs to be fully explored.

We are accustomed to think of education as being a continuous and orderly activity, yet we know that **learning** is more episodic than continuous. Especially in learning new incentives, brief exposures of high intensity can build new patterns. So it has been with these NYC Goes To Community College summer sessions. The enrollees grew in ambition and self-regard. The colleges learned how to improve some of their services.

I urge you to share this report with your staff, and I hope you will start negotiations with your Neighborhood Youth Corps sponsor. The brief report enclosed does not cover the cost of the program to your college. At your request, I can send you a budget statement for another college showing income and expenditures involved in the project.

Sincerely yours,

J.W. McDaniel

J. W. McDaniel

President-Superintendent, Emeritus
San Bernardino Valley College

Managing Director,
Evaluation Technology Corporation

JWM/bc
Encl.

323 MOBIL AVENUE, CAMARILLO, CALIFORNIA 93010 (805) 482-2017

ETC

EVALUATION
TECHNOLOGY
CORPORATION

323 17TH STREET SAN BERNARDINO, [illegible]LIFORNIA 92405 (714) 886-2010

Dear Sponsor:

As sponsor of a Neighborhood Youth Corps program I am sure that you will be interested in the enclosed report. It describes an addition to a summer program that could be of high interest to a few of your summer enrollees and that might provide you with an additional work site. Here are a few reasons why I think this program model can be of value to you:

— All of the signs indicate continued high unemployment and underemployment of youth. Unemployment will be especially high among economically disadvantaged youth. These are the youth you serve.

— It may be expected that the need for expanded NYC summer programs will continue. It may also be expected that the budgets for summer programs will continue at about the same rates. You will need all of the help you can get.

— There is evidence that more than a first job is necessary for a worker to escape from frequent unemployment. Security of employment and job satisfaction occur more frequently when a worker enters a job that is part of a perceived career pattern. These findings will further increase the emphasis of manpower programs upon education, training, and employment.

— Community colleges have for most of their years been so occupied with providing education for the people who come to their doors that they have done little about reaching out to the less motivated student. This situation is changing fast. Most community college officers now feel that the college has an obligation to help arouse incentive for college attendance. They share in concern for the people you serve.

— Community colleges frequently have special programs for educationally disadvantaged students, and some support for economically disadvantaged students after they reach college. They do not have and gretaly need counseling contacts with disadvantaged pupils in the high schools they serve. Together, community colleges and NYC sponsors can perform a service that neither can perform alone.

I hope that you are familiar with the services of the community college in your area. I further hope that this report (which has also gone to the college), will lead you to investigate the possibilities of your starting an NYC Goes to Community College program next summer. This brief description of the NYC Goes to Community College program doesn't do justice to the extra services that make a community college more than just another work site. At your request, I would be glad to send you a specific example of the services provided by one of the colleges.

Sincerely yours,

J.W. McDaniel

J. W. McDaniel

President-Superintendent, Emeritus
San Bernardino Valley College

Managing Director
Evaluation Technology Corporation

JWM/bc
enclosures

Exhibit 13

FOREST PARK COMMUNITY COLLEGE
5600 OAKLAND AVENUE • ST. LOUIS, MO. 63110 • (314) 644-3300

A COLLEGE OF THE JUNIOR COLLEGE DISTRICT OF ST. LOUIS - ST. LOUIS COUNTY, MO.

April 2, 1971

Mr. J. W. McDaniel
Managing Director
Evaluation Technology Corporation
323 17th Street
San Bernardino, California 92405

Dear Mr. McDaniel:

If you haven't heard yet the Board passed on our program: "to cost not in excess of $7,000 per year." We're, of course, very happy -- I'm jubilant! In fact, I can't remember for sure whether I called you to tell you about the news.

As soon as our plans are more complete, I will send you the complete program. Meantime, here's the proposal that they passed on.

Yours truly,

Dick Friedrich /pb

Richard P. Friedrich

RPF:pb

NEIGHBORHOOD YOUTH CORPS - COLLEGE PROGRAM

In the summer of 1970 the NYC Goes to College Program was introduced at Forest Park Community College on an experimental basis. A cooperative effort of the JCD and NYC, the program enrolled 25 high school students from the class of 1971. They were chosen on the basis of 3 criteria: 1) they had not achieved in high school; either they were discipline problems or they had simply withdrawn their attention from high school, 2) the NYC counselors were certain they could do better, 3) in order to be eligible for NYC, a student has to come from a family whose income is below specified levels.

The program has continued to the present on an experimental basis. In the fall, enrollment was increased to 50 and in the spring to 75. This spring, in addition to these 75 students who though not successful in high school, still attend high school, 25 students enrolled who have dropped out of high school, many two and three years ago. The student population is characterized by the following statistics:

Head of Household From Which Students Come	
Fathers	47%
Mothers	41%
Male Guardians	3%
Female Guardians	5%
Students	1%
Foster Parents	3%
	100%

Annual Family Income	
Below $1000	1%
1000 - 2000	12%
2000 - 3000	26%
3000 - 4000	39%
4000 - 5000	16%
5000 - 6000	7%
Above $6000	1%
	100%

Family Characteristics: 37% receiving ADC or General Relief
75% are living in families of 5 or more
25% are living in families of 9 or more

What has struck visitors and evaluators has been not only a striking increase in the students' performance, but also the amazing holding power the St. Louis NYC Goes to College Program has demonstrated. Visitors in the summer of 1970 were surprised by the low attrition rate; one student of 25 did not finish; twenty-one of twenty-five returned in the fall; twenty-nine new students were enrolled, (four new students to make up for the four who did not return). All told, NYC Goes to College has enrolled ninety-one students since last summer. The holding rate (the percentage of students who have stayed once they have enrolled) has been 82.4%. Of those who have dropped out, seven had to quit in order to get jobs to help with family finances, seven had health or family problems which simply made regular attendance out of the question. One student joined the army, and one student dropped out of high school and so was not eligible to remain in the program. He did, however, qualify for the out-of-school phase of the program and is currently in regular attendance in the new group of 25 dropouts.

It is helpful to look even more closely at a typical student's day to understand how amazing the low attrition rate really is; these students have not only stamina, but a deep commitment to the program, for they see its benefits to themselves. Most of them are in school from 8:00 to 3:30 (some start as early as 7:30). Most go home for a short while, before leaving for FPCC. They begin to arrive at FPCC at around 5:00, in spite of the fact that they cannot sign in until 6:30. Classes begin at 7:30 and end at 9:00. Most of them have left by 9:45. In their spare time they do the usual 18 year old things: play sports, go to dances, baby-sit, and date. But each has special problems relating to the special financial burdens of the family.

Item: One of the girls who enrolled last summer has a brother stricken with polio. The family cannot afford a nurse so they have to care for the son themselves. Pearl goes to home after school, fixes dinner, helps with the house and then leaves for FPCC.

Item: Three of the girls have children of their own; one has two. These girls get themselves to high school during the day, go home and care for their children, rush to Forest Park and then go home to take care of the babies at night. (It is useful to note that these three girls are on ADC; but since they are preparing themselves for careers now, clearly they will not be on welfare much longer).

Item: Another girl has to fix supper for her whole family every night, but she does not have enough time to eat her own supper! As soon as it is prepared, she leaves for Forest Park and eats leftovers when she gets home.

Item: Barbara has a sister who works nights; there is no money to get a baby-sitter for the sister's four children. So Barbara goes home at 4:00 P.M., studies for a couple of hours, comes to FPCC, then goes to her sister's house to baby-sit all night. As a result, she spends only two hours a day at home.

These are not unusual stories; almost every student has problems to overcome in order to come to FPCC and study. What interests many visitors, by the way, is that these students have not, before now, evidenced any interest in academic pursuits.

But not only are they staying, they are succeeding, not only at FPCC, but at their high schools. Of the fifty students enrolled for the fall, 45 have made definite improvements in their grades. More important, perhaps, is the feedback from high school counselors: over and again the staff hears that the students are more mature, more academically oriented. The counselors from Sumner (13 students from Sumner in the program) constantly praise the changes in the students. The same for DeAndreis and also Soldan. Following are their grades at FPCC:

Group I	English 101	English 102	Human Potential	American History
	1-A	6-A	9-A	8-A
	14-B	12-B	15-B	13-B
	9-C	2-W	1-W	
	1-W	1-AUD		
	25	21	25	21

Group II	English 101	American History
	9-A	14-B
	17-B	9-C
	1-AUD	6-W
	2-W	
	29	29

The 15 students who remain from the summer are taking two three hour courses from the regular curriculum of the school.

1 - College Algebra
1 - Journalism
1 - Music
1 - Piano
1 - Swimming

1 - Data Processing
8 - Oral Communication
7 - Sociology
10 - Psychology

But there are other successes:

Item: Jerome, last summer a bitter, insecure young man recently was named DECA (Distributive Education Clubs of America) "Man of the Year" for St. Louis. Later this month he will compete for the state-wide title. If he gets first, second, or third place there, he will go to national competition in San Antonio, Texas. He currently serves as DECA president at Soldan.

Item: Sandra Singleton, Track B ("average" student) with high school grades of D, C, C, C-, C, C- in English recently won third place in VFW Voice of Democracy area wide (city and county) essay contest.

Item: The following schools have accepted NYC students with varying amounts of financial aid:

Case Western Reserve University
Maryville College
Fontbonne College
Harris Teachers College
Lincoln University
University of Missouri-Columbia
Fisk University
Creighton University
St. Benedict's College

Other students have been interviewed and are waiting to hear from:

Harvard University
Vassar College
Wellesley College

These schools do not accept until April 15.

It is important to remember that to most of these students, college was a place other people went to until a few months ago. Now they can to--they are going.

On the basis of the program's success, the staff of NYC Goes to College is proposing that the program be considered no longer an experiment, but that it become a JCD sanctioned program, a part of the structure of the District.

PROPOSAL

Summer 1971

100 In-School Students

50 Out-Of-School Students

Each student will take 9 credit hours, 3 in English, 3 in American History and 3 in a course chosen from the following:

Music History I	15.211
Art Appreciation	10.101
Sociology	88.100
Introduction to Anthropology	88.106
Oral Communication	97.101
American History	82.101
Human Relations	88.032

By April 23 the student selection will be complete. On April 26 the curriculum committee will meet to finalize the schedule. Soon after, the hiring committee will start to interview candidates for the teaching and counseling positions. By May 19 the program for the summer will be set.

SUMMER BUDGET

Expenditures		Income (From NYC)	
11 Instructors x $700	$7700	100 Students	
2 Counselors x $700	1400	Tuition: 900 x $13	$11,700
Miscellaneous	500	Books: 100 x 15	1,500
			$13,200
Richard Friedrich 3 Hours Teaching 2 Hours Supervisory	1805		
	$11,405		
Books	1,500		
	$12,905		

Expenditures		Income (From NYC)	
6 Instructors x $700	$4200	50 Students	
2 Counselors x $700	1400	Tuition: 450 x $13	$5,850
Miscellaneous	200	Books: 50 x $15	750
			$6,100
Richard Friedrich 1 Hour Supervisory	361		
	$6,161		

TOTAL - SUMMER

Expenditures	Income
$12,905	$13,200
6,161	6,100
$19,066	$19,300

FALL BUDGET

75 In-School Students

50 Out-Of-School Students

NYC I (In-School)

Each student will take two three hour courses: one English, one yet to be named.

Expenditure		Income (From NYC)	
2 English Instructors	$1400	Tuition: 450 x $13	$5850
1 English Instructor (Friedrich)	1750		
3 To Be Named	2100		
1½ Hours Supervisory (Friedrich)	875		
2 Counselors	1400		
Miscellaneous	500		
	$8025		

NYC II (Out-Of-School)

Each student will take 9 hours, one English, two yet to be named.

Expenditure		Income (From NYC)	
1 English Instructor	$ 700	Tuition: 450 x $13	$5850
1 English Instructor (Friedrich)	1750		
4 to be Named	2800		
1½ Hours Supervisory	875		
1 Counselor	700		
Miscellaneous	200		
	$7025		

In each group, books would be an in and out item at $15 per student.

ETC **EVALUATION TECHNOLOGY CORPORATION**

SUMMER N. Y. C. GOES TO A COMMUNITY COLLEGE

Suggestions for N. Y. C. Directors

(By Dino Pecoraro, Hector Rosendin, and
Tony Morales, San Jose, California.)

These "suggestions" have been prepared by N. Y. C. directors experienced in the operation of N. Y. C. Goes to Community College programs. It is hoped that they will be of help to N. Y. C. directors who may be working with these programs for the first time. They are meant tobe supplemental to the Program Guidelines on pages 22 to 27 of Summer N. Y. C. Goes to a Community College, and to call attention to topics of special concern to N. Y. C. directors.

PROCEDURES FOR STARTING N. Y. C. GOES TO COLLEGE PROGRAMS

A. College Responsibilities:

College proposes, by means of a written letter of intent, a budget and progress outline.

1. Proposed budget will include descriptions and budget breakdown of services to be provided.

2. Meeting between the parties involved, high school district, college, Department of Labor representative, and sponsor to discuss, implement and establish procedures and policies to be followed by each agency involved.

B. High School District's Responsibilities:

1. Allowing and agreeing to enrollment of high school students into junior/community college curriculum.
    a. Accepting college credit.
    b. Summer participation to year-round college participation.
    c. Follow-up and participation.

2. Recruitment: The identification/counseling of all potential N. Y. C. college enrollees.

3. Preliminary information: Giving and screening of enrollees into meeting the N. Y. C. economic, age, and other D. O. L. criteria.

C. Sponsor responsibility:

1. Immediate qualification of potential enrollee, economic, age, interest and ability. Grade level set by mutual agreement between parties involved.

2. Sponsor/college liaison will implement procedure, program concept and communication.

3. Participate in pre-enrollment orientation and approve college work assignment.

4. Make periodic visitations, evaluations, and follow-up.

RECRUITMENT

The responsibility of recruitment rests primarily with the high school. Any youth who meets the economic criteria and is from any of the following categories will qualify. (Provided he can be admitted by the college.)

1. Regular high school student; I/S student.
2. Continuation.
3. NYC I or II enrollee.
4. Dropout who is not involved in any of the above.

This will enable all youth an equal opportunity to participate in the program. Other community service agencies may refer persons to the high school or sponsor who desire to participate in the program. College field aides may refer potential enrollees to participate in the program.

Enrollee potential: Those applicants who are believed to be in greatest need of opportunity to participate in the program or have the greatest educational need and who qualify for an educational program in which vocational and academic preparation is offered may enroll in the program.

Restrictions for enrollment: Candidates whose primary interest or need is for an immediate wage, job, or income rather than an opportunity for academic and vocational education shall not be enrolled. Likewise, students with superior school records and who already have firm plans for college attendance should not be in this program.

ORIENTATION

The purpose of orientation is to introduce the program to the enrollee giving him a clear idea of how the program works to serve him. During the orientation period, the enrollee should get basic information about the program components and operation. A proposed orientation follows:

Purpose of orientation
What is N. Y. C. Goes to College
Work behavior, Classroom attendance, performance
Work assignment description
Slide program of the college
Civil rights letter
Hours of work
Wages
Absenteeism
Pay schedule
Bus schedule
(Special orientation on financial assistance programs available in the college.)

Orientation should be arranged in a manner that will help the enrollee feel at ease and wanted.

FOLLOW-UP

Follow-up procedures should meet the needs of the following:

A. Those who drop out during the program:

Special personal interview to determine the reason for dropping out. This should be considered the method of evaluation and solution of the problem.

1. Refer the dropout to regular summer program for work only.

2. Keep the enrollee in the regular college work assignment and eligible to participate in other activities except the academic classes.

B. Those who complete the program and plan to drop out of regular school; this pertains to 18 years and older enrollees:

Personal interview to determine plans and programs available to further his goal.

1. If interested in college, enroll him in a regular college program.

2. If not interested in college, but vocational fields and in need of financial assistance, refer him to:
    a. Vocational School.
    b. NYC I or II Out-of-School program.

C. Those who complete the program and are interested in college and high school (high school graduation and attending college after graduation):

Provide a year-round high school and college program. Attend regular high school classes, work two hours, and attend one college class.

D. Those who are interested in attending college but lack financial assistance. If they plan on staying in college without returning to high school, or are 18 years or older and may never graduate with their class because of lack of proper graduation requirements:

1. Refer to special program, e. g., E. O. P.
2. Do extensive counseling to insure that the student continues to receive proper guidance in regard to his financial, counseling, tutoring, etc., needs.

N. Y. C. BUDGETING

SOURCES OF FUNDS TO PAY COLLEGES FOR EFFECTIVE OPERATION OF N. Y. C. GOES TO COLLEGE PROGRAMS

The operation of a Summer N. Y. C. Goes To a Community College project involves a cooperative arrangement between the sponsor and the community college for securing the special services needed by N. Y. C. enrollees and for sharing the cost of these extra services. Budget making starts with the determination of services. In addition to instruction and program counseling these services must include textbooks, tutoring, personal counseling, academic support classes, attendance control, payroll, and evaluation. Frequently transportation, health services, recreation, and lunches are needed. On the basis of the costs to the college for providing these services, the sponsor and the college must agree on a basic per enrollee budget.

In order to implement an effectuve Summer N. Y. C. Goes To a Community College component, the summer program must be a large one so that effective utilization of phase in/phase out/absenteeism rate, etc., may be used for budgeting purposes.

Since no additional funds are provided for "N. Y. C. Goes to College" programs by the Department of Labor, project directors must be knowledgeable in how to effectively utilize phase in/phase out. Funds that are diverted through this method are subtracted from Section I, Enrollee Wages, and transferred to Section III, Other Direct Costs/ or sub-contracts. (We highly suggest and recommend "sub-contracts" Section IV.) The purpose is to insure that project and sponsors will not have to assume the liability/responsibility for personnel and services provided by the college, because the sponsor and director do not have direct control of how the college distributes its funds. This method in turn will commit the college to perform and provide the services that are agreed to in the contract, "N. Y. C. Goes to College."

Method of budgeting is derived by applying a projected phase in/ phase out/absenteeism rate to the total summer payroll budget to obtain the money needed to reimburse the college for its special services,

Example: 300 enrollees x 10 weeks x 26 hours x $1.60 = $124,800.00.
50 enrollees @ $25.00 = $1,250.00 = 1%
if 50 @ $25.00 = 1%
then 50 @ $50.00 = 2%
50 @ $75.00 = 3%
50 @ $100.00 = 4%

from the allocated money to the college. The college does not compensate enrollee wages or fringe benefits. All wages and fringe benefits will be provided by the sponsor.

Payment: To the participating agency, i.e., the community or junior college. As provided for under sections of the Department of Labor contractual obligations, no advance payment will be made until services are successfully completed.

PAYROLL PROCEDURES

One person from the college staff who is paid from N. Y. C. funds should be responsible for T & A's and other payroll requests for all enrollees participating in the N. Y. C. Goes to College program. The N. Y. C. sponsor shall provide training in preparation of payroll procedures.

1. Social Security Cards: Every enrollee who will participate in the program must have a social security number. Arrangements may be made with the Social Security office to assign immediate social security numbers to those enrollees who don't have a number so that potential qualified N. Y. C. enrollees may not be deprived of the opportunity to participate in the program because of having no social security number.

Important Information that Must Be Given to Enrollees:

Since you have made the decision to enroll in the N. Y. C. Goes to College program; you will be held responsible to call your supervisor/counselor/school etc., when you are unable to attend school or work.

Your Supervisor's Name is__________________________

Phone______________________

Your Counselor's Name is__________________________

Phone______________________

PAYROLL SYSTEM

You will be paid for ______hours at a rate of $______per hour.

Payday falls on every other________________________. You will receive your first check on ____________________. The only deductions taken from your check could be______________, FICA @ 5.2% and Federal Withholding Tax. A schedule of Bi-weekly Pay Periods is attached.

The checks are processed and prepared by the N. Y. C. office and will be distributed by the person who prepared and submitted the payroll for processing to N. Y. C.

ETC

EVALUATION TECHNOLOGY CORPORATION

SUMMER N. Y. C. GOES TO A COMMUNITY COLLEGE

Occupational Orientation

An outline of a short course of study
designed to help a student plan a career.

This unit was prepared primarily for inclusion as a part of a "Neighborhood Youth Corps Goes to Community College" program. David Caminiti, Consultant on Job Development for the in-school Neighborhood Youth Corps Program of San Bernardino (California) County assisted Evaluation Technology Corporation in preparing this outline.

CONSULTANTS IN ECONOMICS AND EDUCATIONAL TECHNOLOGY

OCCUPATIONAL ORIENTATION and CAREER PLANNING

This sample unit in career planning was devised to serve as a guide to classroom activities during a two weeks or ten meetings period. It was developed for use with high school pupils. The unit includes suggestions to instructors using the materials, provides activities the students can do, and gives a time table to help plan usage of the entire unit.

The objectives are as follows:

(1) To acquaint the student with the concept of fields and levels of employment, and to give the student an organized perception of the families of occupations in a social-technological economy.

(2) To have each student explore one chosen occupation using a wide variety of materials.

(3) To provide self-appraisal procedures that will help each student to assess his interests and abilities.

(4) To sharpen the student's understanding of occupations so that he can evaluate job requirements and career requirements in view of his own abilities, interests, and personality.

(5) To lead each student into the preparation of a career ladder for himself.

(6) To provide experience in how to go about seeking a job.

Overview of the Unit:

The unit starts with an introduction to the world of work and with an analysis of human characteristics that relate to choice of work. This is followed by several activities designed to help each student assess his abilities and interests in relationship to choice of career. The student is then led into a more detailed study of those occupations in which he has special interest. The unit concludes with the design of a career ladder and with simulated experience in job seeking.

OCCUPATIONAL ORIENTATION and CAREER PLANNING

Outline of a Ten Meeting Course

1. People, and How We May Look At Them.

2. Jobs, from Variety to Order.

3. You - as a Person and as a Job Seeker.

4.
5.
6. Self Appraisal and Assessment
An exercise in sharper understanding.

7. How to Research a Career.

8.
9. Individual Research of a Chosen Career.

10. Getting Started: How to Find a Job.

OCCUPATIONAL ORIENTATION and CAREER PLANNING

Suggested Course Guide

Meeting	Objective(s)	Procedure	Materials
1. People	1. To establish commonalities 2. To legitimate differences 3. To identify traits related to choice of work Physical traits Abilities Interests Personality Character	Lecture-discussion Inductive approach Sub-groups to establish and define (3) may be useful Near end of meeting ask each student to complete ETC 5C170	The Class Form ETC 5C170 Exhibit 1#
2. Jobs	1. To illustrate variety 2. To establish need for system of ordering 3. To establish concepts of Fields and Levels 4. To introduce the D. O. T.	Lecture-discussion	Recent statistics on national, state and local employment. Title II of Dictionary of Occupational Titles Exhibit 2
3. You	1. To begin objectification of judgments that relate to choice of career 2. To motivate self assessment 3. To relate each student to People and Jobs.	Lecture-discussion Classwork on selected "exhibits"	Exhibits 3a, 3b, 3c, 3d, 3e, 3f

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I I All "exhibits" refer to materials developed by Evaluation Technology Corporation for use with this unit. Single copies, with permission to duplicate as needed, will be supplied on request.

Meeting	Objective(s)	Procedures	Materials
4. 5. 6. S. A. A. S.	1. To improve self-assessment 2. To relate self-assessment to choice 3. To choose a career field for further study	Introduce, and administer S. A. A. S. test Help students record responses in the Student Handbook Help students interpret self-assessment profiles and relate them to jobs (pp. 9-16) Arrange individual conferences with students, to narrow field and level of career choice	1 copy of S. A. A. S. Administrator Manual(blue) Copy of S. A. A. S. test booklet (buff) for each pupil tested at one sitting Copy of S. A. A. S. Student Handbook(yellow) for each student to keep
7. Occupational Information	1. To motivate study of a chosen career 2. To instruct in methods of getting information about careers. 3. To give information about occupational trends. 4. To assign a research paper	Lecture-discussion	Occupational information material Exhibit 4
8. 9. Career Research	To research a career field and prepare a personal career plan	Individual study in library and by visitation	Exhibit 4
10. Job Search	To instruct in methods of finding a job via employment office, employer interview, newspapers and written application	Lecture-discussion visiting speaker role-playing	Exhibits 5a, 5b, 5c, 5d, 5e, 5f

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EVALUATION TECHNOLOGY CORPORATION

SUMMER N. Y. C. GOES TO A COMMUNITY COLLEGE

Colleges Services and Costs

This brief statement outlines the college services necessarily involved in the operation of Summer N. Y. C. Goes to a Community College programs and gives rough estimates of costs involved. The cost estimates are based on the experience of more than a dozen colleges in six states.

Services and Costs Involved in Operating Summer N. Y. C. Goes to Community College Programs

Planning Module Used in Defining Services and Estimating Costs:

50 N. Y. C. enrollees attending 30 hours weekly, enrolled in 2 courses for 6 semester units.
Time distribution: (Average hours per week.)
10 hours class
15 hours work
5 hours tutoring

I. Basic Program.

Direct Cost to College:
Tuition + $1750.

Administration	N. Y. C. program administered as part of regular summer session.	
Instruction	All N. Y. C. enrollees absorbed in regularly scheduled classes; no special classes or sections.	
Work Supervision	Absorbed by professional and clerical staff.	
Counseling	Provided by college counselors as part of load.	
Tutoring (S. S.)	50 hours per week @$2.00 (One tutor for each 10 enrollees. Facilities for programmed learning, rap groups, and individual counseling made available during tutoring hours.)	$1000.
Textbooks (S. S.)	(@$15.00 per enrollee.)	$ 750.

I I. Some Options that Improve the Quality of Instruction:

Direct Cost to College:
Tuition + $1750. + $3000.

Administration (S. S.)	(50% of time of one counselor) Assignment of 1/2 time of a counselor to N. Y. C. project administration.	$1500.
Instruction (S. S.)	(100 hours @$10.) Provision of 2 setions (25 enrollees) of one special course for N. Y. C. students.)	$1000.
Special Instructional Materials (S. S.)	(@$10. per enrollee)	$ 500.

III. Some Options that Improve Services for Students:

Direct Cost to College:
Tuition + $1750. + $4250.

Administration (S. S.)	(100% of time of one counselor)	$3000.
Transportation (S. S.	(@50¢ per day per enrollee)	$1250.

IV. Some Options that Enrich Programs:

Direct Cost to College:
Tuition + $1750. + $820.

Recreation (S. S.)	(6 hours work @$7.00) (Provision of supervision of recreation facilities for use of N. Y. C. enrollees)	$ 420.
Field Trips (S. S.)	(2 trips @$2. per enrollee)	$ 200.
"Commencement" (S. S.)	Activity for staff, enrollee, and parents	$ 200.

Budget Notes:

1. In all programs the N. Y. C. sponsor pays enrollee wages and payroll costs.

2. In all programs the community college provides at college expense the same services for N. Y. C. enrollees that it provides for other in-district enrollees.

3. All S. S. items represent special services provided for N. Y. C. enrollees but not provided for other college students. Cost of these special services must be met by the N. Y. C. sponsor, the college, the N. Y. C. enrollee, or a combination of these. Each party to the activity (college, N. Y. C. sponsor, N. Y. C. enrollee and his family) has resources that can be used.

4. It is not suggested that each option is an escalation of value. Development of this summer program for youth into a regular and continuing activity is one goal. A successful pilot year may require enrichment beyond the basic program. Experience in over twenty colleges has shown that effective programs can operate at varying levels of dollar input. The quality and intensity of human involvement is the best index of growth and endurance of programs like these.

PROGRAM EVALUATION

INCLUDED IN PAGES 66 TO 89 OF FINAL REPORT

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NYC Goes To Community College

PROGRAM GUIDELINES

ETC
EVALUATION
TECHNOLOGY
CORPORATION

323 17TH STREET SAN BERNARDINO, CALIFORNIA 92405 (714) 886-2010

J. W. Mc DANIEL, MANAGING DIRECTOR

EVALUATION
TECHNOLOGY
CORPORATION

323 17TH STREET SAN BERNARDINO, LIFORNIA 92405 (714) 886-2010

June 17, 1971

TO: Manpower Administration Personnel, Neighborhood Youth Corps Directors, and Community College Officers engaged in or concerned with cooperative "NYC Goes to Community College" programs.

FROM: Evaluation Technology Corporation
J. W. McDaniel, General Manager

The Evaluation Technology Corporation is completing three years in the coordination of programs that combine the services of Community Colleges and of Neighborhood Youth Corps sponsors. In order to make this accumulated experience available to ongoing NYC - Community College projects, E.T.C. is able to offer (at no cost to local agencies) special services to Community Colleges and N.Y.C. sponsors.

Forms of Assistance that E.T.C. is prepared to offer include:

Visits to program sites, by consultants qualified to assist with each component of a program;

Preparation of Materials, for courses of instruction, counseling services, or other program components;

Information Exchange, of quality components from one project to others;

Correspondence, concerning problems, procedures, or information;

Telephone calls and responses to immediate problems.

Program Components or Problems in the operation of NYC - Community College programs with which E.T.C. may be of assistance.

Program design,
Preparation of proposals and agreements,
Budgeting for NYC programs,
Enrollee recruitment,
The instructional program,
Job assignments, supervision and evaluation,
Support services,
Evaluation and Reporting,
Coordination with high schools,
Public relations.

Requests for Assistance or for further information should be directed to:

J.W. McDaniel, General Manager
Evaluation Technology Corporation
323 West 17th Street
San Bernardino, California 92405
Telephone: (714) 886-2010

NYC Goes To Community College

NYC Goes to Community College is one effort to link two youth-serving agencies in order to improve the performance of each. The summer programs involving work and study by Neighborhood Youth Corps enrollees on community college campuses across the nation represent a reordering of priorities by each institution.

Definition of a Program Model

The NYC Goes To Community College summer program is an arrangement whereby a defined number of enrollees attend a community college for a defined number of weeks during the summer in order that the enrollees may enter a planned program of work and study, for which the college grants credit and the NYC pays wages. The arrangement constitutes an agreement between the college, the NYC sponsor, and each enrollee. Each party accepts responsibility for the performance of stipulated duties.

Responsibilities of Participants

NYC Enrollee

- To attend classes and meet all course requirements,
- To perform all necessary duties of his assigned job,
- To attend counseling and tutoring appointments,
- To participate constructively in total college and NYC group activities,
- To share in evaluation, improvement, and public interpretation of the program.

NYC Sponsor

- To recruit enrollees,
- To pay wages of enrollees,
- To provide transportation for enrollees,
- To share attendance control,
- To interpret the purposes and outcomes of the program to responsible manpower agencies.

Community College

- To welcome each enrollee into the college community,
- To supply an incentive building environment,
- To provide courses suitable for the enrollee,
- To provide supervised employment for each enrollee,
- To provide necessary counseling and tutoring,
- To keep adequate fiscal and student personnel records,
- To interpret the purposes and outcomes of the program to the college community and to the public.

Sponsor and College

- To determine the calendar for the program,
- To determine the number of enrollees,
- To effect satisfactory fiscal arrangements,
- To evaluate the program.

Frequent Components in NYC Goes To Community College Summer Programs

Time:
- 26 to 30 hours per week on campus for 8 - 10 weeks
- 10 hours in class
- 12 - 15 hours work
- 4 - 5 hours counseling and tutoring.

Courses:
- One "required" academic or basic education course with a special section for NYC enrollees.
- One "elective" vocational course related to each enrollee's career plans.

Jobs: Individual placements in college offices, library, laboratories, shops, services.

Support Services: Individual tutoring, educational counseling, personal counseling, help with practical problems.

Alternative Components:
- No special courses or sections, all enrollees in scheduled classes.
- Enrollees take only one course, more work time.
- No work assignment, full-time for classes and study.
- Off campus work assignments.
- Individualized study and/or work schedules for introductory low enrollment programs.

Guidelines: Some Essential Arrangements

- Early college and NYC agreement on the number of slots.
- Early agreement on responsibility for recruitment.
- Early agreement on responsibilities for costs.
- Acceptance by the college of primary leadership of the program.
- Identification and assignment of a project director.
- Provision in the summer instructional program of academic support courses, (e.g., reading, study skills, etc.)
- Identification of sufficient specific jobs for enrollees.
- Identification of acceptable and acceptant job supervisors.
- Utilization of high school counselors in recruiting enrollees.
- Planned provision for enrollee transportation.
- Identification and assignment of counselors with demonstrated rapport with NYC clients.
- Planned provision for tutoring services.
- Clear and agreed upon arrangements for keeping time records and paying enrollees on time.
- Arrangements to open college facilities to NYC enrollees and to welcome them to the college community.
- Formulation of a design and plan for evaluation of the program in terms of hard data, subjective opinions of enrollees and supervisors, and follow-up after the program is completed.

Guidelines: Some Principles for Budgeting

1. Sponsors and colleges should not count on special funding for summer programs.
2. In all programs the N. Y. C. sponsor pays enrollee wages and payroll costs.
3. In all programs the community college provides at college expense the same services for N. Y. C. enrollees that it provides for other in-district enrollees.
4. Some special services are provided for N. Y. C. enrollees but not for other college students. Costs of these special services must be met by the N. Y. sponsor, the college, the N. Y. C. enrollee, or a combination of these. Each party to the activity (college, N. Y. C. sponsor, N. Y. C. enrollee and his family) has resources that can be used.

THE NEIGHBORHOOD YOUTH CORPS GOES TO COMMUNITY COLLEGE

By J.W. Mc Daniel. (Reprinted by permission from the Junior College Journal for April 1971)

The summer of 1970 will be remembered by hundreds of disadvantaged youth across the nation as the time they started college. From the Pacific coast to the Great Lakes to the Florida gulf, community college summer sessions opened doors of new opportunity to youth who previously may have had dreams about college, but who had no expectancy that such a destiny could be theirs.

The model of cooperative action by two youth-serving agencies that has made "Neighborhood Youth Corps Goes to Community College" programs possible is very simple. The Neighborhood Youth Corps (N.Y.C.) recruits eligible youth, pays them for their work on college jobs, and participates with the college in planning a work study program and in counseling the enrollees.

The Community College admits N.Y.C. enrollees to credit classes, identifies meaningful jobs for enrollees, supervises their work, provides tutoring, counseling, and recreation, holds credit earned "in escrow" or transmits it back to the high school, as needed.

What Is the "N.Y.C."?

The Neighborhood Youth Corps originated as an outgrowth of Part B, Title I, of the 1961 Economic Opportunity Act. Section 111 of this Act declared that "the purpose of this part is to provide useful work experience opportunities for unemployed young men and women . . . so that their employability may be increased or their education resumed or continued." Section 113 (paragraph 6) provides that "to the maximum extent feasible, the program will be coordinated with vocational training and educational services adapted to the special needs of enrollees . . ."

The Act provided for implementation of its purposes by paying wages to enrollees in return for "meaningful work," and by providing partial costs to sponsoring agencies for the development of jobs, training programs, and supportive services.

The Neighborhood Youth Corps is administered by the U.S. Department of Labor, which funds government or community action agencies in cities and counties to operate three programs: an "in-school" program for elementary and secondary school pupils during the school term; and "out-of-school" program for dropouts; and a greatly expanded "summer" program for school pupils during the months that schools are not in session.

The first work-study model identified as N.Y.C. Goes to Community College was innovated in 1968 by Moorpark College in California and the N.Y.C. sponsor for that area. Seventy-five high school juniors started the ten-week summer program of work and study. Seventy-one of them completed the entire term. Most of them earned six semester units of college credit, with a grade point average of 2.17. A follow-up of these students one year later found that sixty-seven of them had returned to high school and graduated. Two-thirds of these entered college the year after high school completion.

During the summer of 1969, twelve additional California colleges operated N.Y.C. Goes to Community College programs. A total of 520 N.Y.C. enrollees completed work-study programs in Cerritos, De Anza, East Los Angeles, Gavilan, Hartnell, Los Angeles City, Monterey Peninsula, Mt. San Antonio, Pasadena City, San Jose City, Southwestern, and West Valley colleges. In each college the record of performance was good.

In 1970, eighteen California community colleges were joined in the program by five college districts in other states, including: Malcolm X College of the Chicago City Colleges, Metropolitan Campus of the Cuyahoga Community Colleges, Forest Park College of the Junior College District of St. Louis, Hillsborough Junior College in Tampa, and Glendale Community College, Maricopa Technical College, Mesa Community College and Phoenix College, of the Maricopa County Junior College District.

Approximately 300 N.Y.C. eligible youth were enrolled in the programs of these five districts. Including the California enrollees, over 1,200 youth were served by the 1970 summer program.

The specific pattern of the N.Y.C. Goes to Community College program in each college was determined by the college and the N.Y.C. sponsor. Each program was tailored to fit local needs, but there were a number of common characteristics.

All of the colleges involved were two-year publicly supported schools. Each one offers a comprehensive curriculum which includes conventional academic courses and career related vocational courses. Each college is accredited by a national accrediting agency. Each program involved a planned mix of college courses and on-campus work. In most colleges some courses were chosen from the regular class schedule, with N.Y.C. enrollees intermixed with other college students; occasionally sections of courses were restricted to N.Y.C. students. Courses most frequently chosen were in communications with social sciences and vocational courses following.

Enrollees in the programs were recruited by Neighborhood Youth Corps counselors. In most instances the pupils selected for these programs were under-achievers, with grades barely above a D average and with low incentive for further education. All of the enrollees had been in high school during the previous academic year.

Each of the programs involved the N.Y.C. enrollee *being on a college campus* for most of the working days during the summer program. The conditions of employment for all enrollees in the programs were identical. Each was paid by N.Y.C. for 26 hours weekly at a wage of $1.45 per hour. Job assignments were typical of college support staff positions. Clerical jobs involving typing, recording, filing, information giving, and telephone answering were most frequent. Other work assignments included library clerks, bookstore clerks, data processing workers, laboratory assistants, athletic equipment maintenance. In each instance supervision of the work experience was a responsibility of a regular college employee. In most instances supervision was on a one-to-one basis.

Each program involved provision of approximately ten hours weekly in academic counseling, tutoring, study skills improvement, individual motivational counseling, and group counseling. Most of the colleges made use of their reading laboratories or learning centers in individualizing instruction in skill development. Each program included some attention to the development of an employability plan for each enrollee. In some colleges this activity involved a short course with self-assessment, occupational opportunity study, career planning, and job search components.

Arrangements were made for evaluation of the programs as a whole and of separable components in the programs by the accumulation of hard data outcomes and by the pooling of enrollee and supervisor judgments. Special forms were developed for securing subjective judgments. Course grades, attendance records, and work supervisor ratings were used as measures of performance.

Some Conclusions

During the summer of 1970, twenty-six community colleges opened their doors for the first time to a new segment of their local population. Each cooperated with the Neighborhood Youth Corps sponsoring agency for the community in providing a summer work and study experience for N.Y.C. youth. Corps sponsors and the administrators of the colleges were unanimous in considering the summer project to have been a successful experience. Each college is ready to repeat the program. Practically all of the enrollees expressed the hope that the programs could be continued for the benefit of their siblings and friends.

Dropout rates were low. During the 1969 summer, 87.1 per cent completed the programs; during 1970, 85 per cent completed the programs. Upon completion of the summer program, most of the students returned to their high schools with the intention of graduating and then entering their community college. N.Y.C. enrollees demonstrated that they could take and pass college courses when given supportive help. During the 1969 session the grade point average was 2.28. Incomplete reports from the 1970 session indicated an equal level of success.

Comparison of the effectiveness of separable components in the programs indicated that the total experience of spending a summer "on a college campus" had more influence than any single feature. The wages, paid by N.Y.C., were both strong incentives and very necessary support for the enrollees. The credit earned by taking courses was held in higher value than the courses themselves, though many enrollees stated that they had learned more in one of their summer courses than during all of their previous schooling. Work experience and contacts with work supervisors were judged as having more value than the counseling enrollees received.

The summer programs demonstrated that community colleges represent a rich resource for youth corps projects. The colleges are local institutions, existing for the training of workers and for the education of citizens. By their use, N.Y.C. projects add local tax and state tax support for federally sponsored projects.

At the same time, Neighborhood Youth Corps projects can help community colleges extend their out-reach programs. Colleges are always short on dollars to pay students for the part-time jobs the students need to stay in school. This is the resource that can be supplied by the Neighborhood Youth Corps. By linking their programs, each agency can reach more of the youth not yet being served.[1]

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[1] The 1969 and 1970 N.Y.C. Goes to Community College programs were developed by a contract with the U. S. Department of Labor. The Evaluation Technology Corporation, of which Mr. McDaniel is General Manager, has prepared a compendium of guidelines for the operation of such programs.

Year-Round NYC Goes to Community College Programs

The Basic Plan for the Year-round Program:

The year-round NYC Goes to Community College is an arrangement whereby a high school authorizes a pupil who has been accepted in the Neighborhood Youth Corps to attend a community college for a portion of a school week in order that the pupil may enter a planned program of work or of work and study, for which the Neighborhood Youth Corps pays the pupils a wage. The college, the NYC sponsor, and the high school coordinate their resources to provide an individualized program for each enrollee.

Components that may be incorporated:

- Enrollees receive regular in-school compensation.
- Enrollees may participate in day or evening classes.
- College attendance opportunities may be for individual enrollees or for larger groups.
- Enrollees may combine work and study, work only, or study only.
- Classes may be "in-group" (for NYC enrollees only) or may involve placing NYC enrollees in regularly scheduled classes.
- Courses may be academic, vocational, or preparatory, or count for high school completion.
- Jobs may be career related or any available openings.
- Enrollees may receive counseling and tutoring help.
- Enrollees may receive financial aids advisor help in planning career programs.

NYC-2 Goes to Community College Programs

The Basic Plan for the NYC-2 Program:

Most states have arrangements whereby community colleges may provide classes and other services for non-high school graduates. Sponsors of NYC programs for school dropouts (NYC-1 or NYC-2) may arrange with local community colleges for courses, counseling, and other services for individual enrollees or for groups of enrollees. Arrangements may be for full-time day attendance or for part-time day or evening attendance.

Components that may be incorporated:

- Full admission to career training curricula.
- Individual and group courses in basic education in preparation for G. E. D. equivalency.
- College courses acceptable to high schools for completing graduation requirements.
- Specially organized and calendared courses for training in employable skills.
- Vocational counseling, educational advising, and personal development counseling.
- Financial aids advising and assistance in securing scholarships, grants, and jobs.
- Combinations of study and work, either on campus or off campus.

Why Link NYC with Community Colleges?

Frequent Problems in the Operation of NYC Projects	Potential Advantages of Linking with a Community College
Finding good work sites	Community colleges have a variety of jobs.
Securing work supervision	Colleges can give the enrollee a one-to-one relationship with a mature college worker.
Increasing employability by combining work with training	Community colleges are training-centered, provide specific courses aimed at employability.
Motivating continuance in school	In physical environment, in image, in activities, in adult and peer group models, community colleges motivate continuing in school.
Strengthening self-concept	Community colleges provide models, success experience in courses, opportunities for higher education, opportunities for self-discovery.
Motivating economic independence	Community colleges provide wide freedoms, a visible work world, and a visible opportunity for continuing training.

Some Enrollee Opinions

"I believe I have proved to my mother that her son will really amount to something."

"I had the opportunity to earn some money and to earn some college credits during a summer when I would probably have been unemployed."

"I had actually dropped out of high school when my counselor called me and told me about this program. I am still amazed to discover that I am now a college student instead of a high school dropout."

"I can hardly wait to see the reaction of my high school teachers when I return and show them that I can earn the highest grades in the class!"

"As soon as I finish high school, I will be returning to this very same college to prepare for a better future than I had ever thought would be mine."

"It scares me when I think how closely I came to ruining my life because I listened to my stupid friends and dropped out of high school. Now I will try to help them to see how important a good education really is."

"This has been the most exciting summer of my life and I wish it would never end. I love every day of it."

"I had a general goal for a career, but now I have a plan for reaching this goal."

"I felt like I was being treated like an adult."

"I have gained some college credits which I am glad of. My classes, sociology, and family living, were really rewarding because I learned a lot about people. I also experienced going to school with people older than me. Moneywise, I have been able to buy my school books, senior pictures, class ring, school clothes, save money, and help my parents a little."

"It has given me a good experience working in the bookstore and helping me find out about college life. The credits were pretty helpful too."

"It has showed me that college isn't as bad as people make it out to be. It also has made me see that when you attend college, you have to show how you can take responsibility and how mature you are."

"It has taught me to look up at myself and let me know more about me!"

"Before this summer I thought college was for the other kids. Now I know that it can be for me."

"I learned that when I do go to college, it will take much concentration and determination."

MEET YOUR COMMUNITY COLLEGE

A GUIDE FOR NYC DIRECTORS

Meet Your Community College is a training program designed to help NYC staff members discover and make optimal use of the services of their local community college.

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EVALUATION
TECHNOLOGY
CORPORATION

323 17TH STREET SAN BERNARDINO, CALIFORNIA 92405 (714) 886-2010

MEET YOUR COMMUNITY COLLEGE

A GUIDE FOR NYC DIRECTORS

The Role of Community Colleges:

> Prison inmates, housewives, businessmen, high school dropouts, students bound for four-year colleges—all these people make up the two-year college.
>
> In countless ways, the two-year colleges have accepted the challenge of being called "people's colleges." Because they operate on a philosophy of equal educational opportunity for everyone, involvement with the community that supports them, and a willingness to respond to the community's needs, two-year colleges have earned the reputation of being something special. Today, as the maturity of young people is recognized through the right to vote, the community college is creating a climate for thoughtful consideration of political issues at home and abroad.
>
> It is not usual to find a college that opens its doors to everyone, early morning until late evening, and meets in a city hospital, factory cafeteria, county courtroom, or a brand new campus.
>
> But then the two-year college is no ordinary place.

The above statement is an excerpt from Education A Little Out of Ordinary, published by the American Association of Junior Colleges in 1972.

Purposes of Meet Your Community College.

- to help NYC enrollees make optimal use of community colleges. (This is the basic and ultimate purpose.)

- to help NYC directors and staff understand the role of community colleges in relationship to other colleges and universities.

- to provide a specific plan and some working tools for enabling NYC staff to discover and make full use of the services of their local community college in meeting the goals of NYC programs.

- to help community colleges expand and improve their outreach services for people they have not been serving.

MEET YOUR COMMUNITY COLLEGE

A Self Study Program.

Evaluation Technology Corporation will furnish:

1. A study guide and a packet of information about community colleges in the U.S.A.
2. A guide for obtaining and interpreting information from the local community college.
   Examples: career training programs,
   admission requirements, costs,
   financial aids, personnel.
3. A Guide for informing NYC enrollees about the community college, with suggestions for developing positive motivations and reducing apprehensions.
4. A Guide for "selling" the community college on the needs of NYC enrollees.
5. Guides for helping NYC enrollees make a go of community college attendance.

A Staff Training Program.

Evaluation Technology Corporation will provide an experienced consultant to conduct a one day (two 3 hour sessions) training program. In addition to making use of the "Self Study" materials, the staff training program will use work sheets that give trainees problem solving experience with typical problems encountered in placing NYC enrollees in community colleges.

J. W. Mc DANIEL, MANAGING DIRECTOR
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323 17TH STREET SAN BERNARDINO, LIFORNIA 92405 (714) 886-2010

June 17, 1971

TO: Manpower Administration Personnel, Neighborhood Youth Corps Directors, and Community College Officers engaged in or concerned with cooperative "NYC Goes to Community College" programs.

FROM: Evaluation Technology Corporation
J. W. McDaniel, General Manager

The Evaluation Technology Corporation is completing three years in the coordination of programs that combine the services of Community Colleges and of Neighborhood Youth Corps sponsors. In order to make this accumulated experience available to ongoing NYC - Community College projects, E.T.C. is able to offer (at no cost to local agencies) special services to Community Colleges and N.Y.C. sponsors.

Forms of Assistance that E.T.C. is prepared to offer include:

Visits to program sites, by consultants qualified to assist with each component of a program;

Preparation of Materials, for courses of instruction, counseling services, or other program components;

Information Exchange, of quality components from one project to others;

Correspondence, concerning problems, procedures, or information;

Telephone calls and responses to immediate problems.

Program Components or Problems in the operation of NYC - Community College programs with which E.T.C. may be of assistance.

Program design,
Preparation of proposals and agreements,
Budgeting for NYC programs,
Enrollee recruitment,
The instructional program,
Job assignments, supervision and evaluation,
Support services,
Evaluation and Reporting,
Coordination with high schools,
Public relations.

Requests for Assistance or for further information should be directed to:

J.W. McDaniel, General Manager
Evaluation Technology Corporation
323 West 17th Street
San Bernardino, California 92405
Telephone: (714) 886-2010

J. W. Mc DANIEL, MANAGING DIRECTOR

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ESSENTIAL FEATURES OF A N. Y. C. GOES TO COMMUNITY COLLEGE PROGRAM

Target groups:

- In-school NYC; NYC summer programs; NYC-2
- Low incentive, low achievement youth
- High achievement, limited opportunity youth
- (High school graduates.)

College-sponsor relationships

- College agreement to accept NYC enrollees
- Sponsor agreement to pay tuition and costs necessary to get the enrollees in the college
- College agreement to provide the special supportive services necessary to keep enrollees in college
- A machinery for planning and problem solving
- Continuous cooperation in counseling and attendance control

College organization and staffing for the Program

- Assignment of leadership responsibility with necessary authority and lines of communication
- Flexible teacher selection for NYC courses
- Utilization of para-professionals as teacher-aides, counselor aides, and tutors
- An organized liaison with high schools to facilitate recruitment, records exchange, and transfer of credit

Program Calendar

- Year-around college acceptance of NYC enrollees
- Commitments early enough to give lead time

Enrollee schedule

- Time devoted to classes, work, study, counseling and tutoring to be individually determined by enrollee, and counselors

Educational program

- Catalogue identifiable college courses
- Course selection to be based on local availability of effective instruction more than upon a theoretical curriculum model
- Combination of block NYC enrollment in a course or in a section, and of individual enrollment in any suitable course
- Course standards to be maintained, but teaching methods and supportive services to be highly adaptable
- Flexible regulations that permit advancement at individual rates

Work program

- Individual job selection for NYC enrollees, with job supervisor, counselor, and enrollee having a voice
- Stress to be upon career-related jobs
- Special orientation for work supervisors

Support program

- Recognition that the goal of a support program is self-management
- Attendance counseling
- Provision of time for tutoring, individual counseling, group counseling, and recreation in the weekly schedule
- Provision of spaces, equipment, and materials that facilitate individual study, and recreation
- An organized program for facilitating choice of career, including:
    - a current occupational information service
    - liaison with H. R. D. and other manpower services
    - vocational counseling
    - financial aids counseling

Evaluation program

- Evaluation to be built in and continuous
- Evaluation to be recognized as requiring time, space, and materials
- Provision for feed-back of discovered outcomes into the program

Information exchange

- Provision of budget, space, and time for collecting and using relevant documents
- Recognition of the value of sharing experience with other programs

Section 3. PROGRAM COMPONENTS AND PROCEDURES IN NYC GOES TO COLLEGE SUMMER PROGRAMS

The most essential component in a cooperative work and study program conducted by a NYC sponsor and a college is agreement between the two agencies to work together to provide an enriching experience for each enrollee. There is no standard program. Each college and sponsor must develop a pattern of class study, individual study, work experience, counseling, tutoring and other supportive service that fits resources and appears to optimalize enrollee growth. As aids in developing local plans this Report reviews a number of patterns that have been in operation.

The "model" program that was put together as a composit of experiences with the early California program included:

Time Pattern:	- 26 to 30 hours per week on campus for 8 to 10 weeks - 10 hours in class - 12 - 15 hours work - 4 - 5 hours counseling and tutoring.
Courses:	- One "required" academic or basic education course with a special section for NYC enrollees. - One "elective" vocational course related to each enrollee's career plans.
Jobs:	Individual placements in college offices, library, laboratories, shops, services.
Support Services:	Individual tutoring, educational counseling, personal counseling, help with practical problems.

Table ___ outlines a variety of program patterns that have been developed.

Table ___
ILLUSTRATIONS OF SUMMER NYC GOES TO COLLEGE PROGRAMS

College	Number of Enrollees	Time Distribution in Typical Week (hours) Class	Work	Support Services	Character of Program
Cerritos (Ca.)	40	15	15	5	All enrollees together in orientation. Second class chosen from SS. schedule. Work as aides in college offices. Enrichment trip or program each Friday morning.
Kansas City (Kansas)	34	12	6	8	NYC enrollees in special sections of basic math and general psychology. Work all day Friday. NYC-2 enrollees combined with in-school group.
Monterey Peninsula (Ca.)	50	25	0	10	NYC enrollees in regular classes with other students, but given much tutoring and counseling. No work assignment. Emphasis on strengthening reading and writing abilities.
East Los Angeles (Ca.)	70	10	20	5	All enrollees in Health 10. Second class elective. Work assignments all over campus, but 20 in Study Skills laboratory as tutors. Tightly planned work and study program.
University of Nebraska (Omaha)	50	15	10	1	Nine weeks session. Emphasis on communication. Most students in English, speech, and reading. Part of a University Program.
Imperial Valley College (Ca.)	120	10	15	15	NYC enrollees share the campus with other students, but are in separate class sections of regular vocational (business and technical) and career planning courses. Vocational department of college turned over to NYC program.
St. Clair Co. Community College (Mich.)	50	10	15		Ten weeks program. All enrollees grouped in applied psychology and reading. Half of group had a. m. work, p.m. classes; the other half - a.m. classes, p. m. jobs.

College	Number Enrollees	Time Distribution in Typical Week (hours)			Character of Program
		Class	Work	Support Services	
San Bernardino Valley College (Ca.)		first 5 weeks			All enrollees in special environmental science course (5 weeks) followed by work assignments (5 weeks) relating to improvement of environment. Some special funding from Environmental Education Act.
	67	20	0	10	
		second 5 weeks			
		0	20	10	
Atlantic Community College (N. J.)	21	10	15	10	NYC enrollees blended with other students in regular classes Special cultural enrichment program.
Kansas City (Missouri)	29	10	15	2	Eight weeks program. Students widely spread in regular courses. (Success of this program led to year round college program for NYC-2.)
Northwest Iowa Vocational School (Sheldon, Iowa)	20	20 to 30	0	4	All enrollees in regular vocational (industrial, construction, agriculture, business) curricula of the college. Full time education and training, no work component.
DeAnza College (Ca.)	75	10	15	5	Each student took two courses, acceptable for college or high school credit. Strong academic support program. Student court developed to increase responsible involvement in control.
Clark County Community College (Las Vegas)	30	10	10	10	Most enrollees were in Speech and Introduction to Business. A cultural enrichment program was stressed.
Joliet Junior College (Ill.)	30	12	6	12	All enrollees were in English 101 and reading improvement. Each chose a second class. Classes met for four days. On Fridays NYC enrollees were employed by the college to make an educational needs survey of the community.
Northwest Missouri State College	9	10	17	2	All enrollees were in English expression and composition. Jobs were on campus. Enrollees were issued I. D. cards and all facilities of a four year college were made available to them.

College	Number Enrollees	Time Distribution in Typical Week (hours)			Character of Program
		Class	Work	Support Services	
Santa Barbara (Ca.)	70	20	15	5	Courses taken included Chicano history, Afro-American culture, Mexican literature, Basic Mathematics, basic reading and writing.
Antelope Valley (Ca.)	11	2	22	4	Emphasis was an educational and vocational planning via a special course and field trips.
Macomb County Community College (Mich.)	33	16	20		All courses were conducted by individual study in a programmed learning center.
Compton College (Ca.)	107	10	10	20	No special classes for NYC enrollees. All were enrolled with other summer session students in regular classes. Field trips included a baseball game at Dodger Stadium and a football game at L. A. Coliseum.
Southwestern College (Ca.)	49	13	14	8	NYC enrollees had one separate class, and were enrolled with other students in one additional class. Courses included remedial English, Introduction to Business American history, and health education. Services included 5 hours weekly of supervised recreation, field trips, and guest speakers.
Orange Coast College (Ca.)	140	20	20		NYC enrollees were in special classes, including communication skills, home economics, film production, and theater arts.
Pasadena City College (Ca.)	68	18	0	7	No work required. NYC enrollees were given a special 3 weeks orientation before summer session and were then allowed to enter courses of their choosing. Courses included English 1, psychology 1a, sociology 1, health education, reading, Afro-American history, and Chicano anthropology.

Table ___ gives abundant illustration of the variety of practices in program size and program components. Further analysis of practices reveals similarities and differences in Time Schedules, Recruitment, Enrollee Control Practices, Course Selection, Job Assignments, Supportive Services, Program Evaluation, and Sponsor-College Arrangements.

Time Schedules: (for Term, Week, Day).

Most Frequent Practices:

- NYC Goes to College Programs are planned to provide enrollees with maximum allowed employment and compensation, as determined by U. S. D. O. L. regulation. (For 1973, 234 hours @ $1.60.) No work week may exceed 40 hours. Within these constraints sponsors may plan any combination of hours, days, and weeks that meets local needs.
- Time on campus usually corresponds to the calendar of the summer session.
- When credit classes are involved the time scheduled for classes usually conforms with conventional college standards. (1 semester credit per week; 12-15 clock hours for each credit of lecture-recitation type class, 30-45 clock hours for credit of laboratory type.)

- The ratio of study time is usually approximately equal, with enrollee need, costs, available courses, and available jobs being the determining factors. (Regional U. S. D. O. L. approval may be needed for compensating more than the equivalent of 10 hours per week of non-work activity.)

Some Local Variations:

- One program provided 3 weeks of NYC enrollee orientation to college study before the start of the summer session.
- One program "saved" one week of NYC employment time for in-school enrollees to work at their high schools prior to the fall term.
- Several programs scheduled a full day or part of a day (usually Friday) for a planned cultural and recreational activity.
- One program divided its total group into two halves, then provided 4 weeks of full time study and 4 weeks of full time work. One half had study first followed by work. The other half reversed this order. By assigning one enrollee from each half to each job the position was filled for 8 weeks.
- One program conducted its entire study component by individually programmed learning in a college learning center. No group classes were involved. Each enrollee's work and study schedule was individually determined.

Recruitment:

Most Frequent Practices:

- In all programs the determination of legal eligibility for NYC enrollment was a responsibility of the sponsor.
- In most programs the determination of educational, residential, and interest area criteria for inclusion in the program was jointly agreed upon by the sponsor and the college.
- In most programs top priority was given to underachieving high school juniors (summer between junior and senior year) with limited visible opportunity for career advancement.
- In most programs all recruitment procedures including announcement, search for applicants, screening, enrollment, and orientation were handled by the sponsor.
- In most programs the search for applicants began by contacts with currently in-school NYC enrollees.
- In most programs the search for applicants was conducted by sending and posting written announcements to high schools, youth service agencies, and employment service offices.

Some Local Variations:

- Most programs included the allowable number of 18 years old non-high school graduates. (10% of summer NYC slots.)
- Some programs secured authorization to include high school graduates.

- Some programs included 9th and 10th grade students.
- Several of the colleges participated actively in the search for applicants.
- Several programs made use of newspaper ads and radio briefs in searching for applicants.

Enrollee Control Arrangements:

Most Frequent Practices:

- Most of the programs planned for such a balance of freedom and supervision as would encourage growth in self control by participation in the relative freedom of a college community.
- Most programs kept close check on attendance and made prompt follow-up of absenteeism.
- In most programs attendance checking was a responsibility of the college, termination for non-attendance was a responsibility of the sponsor.
- Most programs found that efficient handling of payroll, involving clear communication, and prompt payment was a major factor in enrollee morale.
- Most programs sought to develop an in-group identity among NYC enrollees as well as a consciousness of college community membership.
- Most programs found that job supervisors were especially important people in developing enrollee morale.

Some Local Variations:

- Several programs provided special on-campus activities (assemblies, facility visits, recreational activities) designed to help enrollees get acquainted with each other as well as with the campus.
- Some colleges provided small group study facilities located near the NYC headquarters area.
- Several colleges developed a special newsletter publication for NYC enrollees.
- One college involved NYC enrollees in a student court as one means of developing responsibility.
- Several colleges capped the summer NYC program with a "graduation" program designed to increase enrollee self-esteem and re-enforce motivations for planning.

Courses Taken by Enrollees:

Most Frequent Practices:

- Most NYC enrollees took two courses.
- Most programs found that adequate courses for NYC enrollees were provided by courses in the college catalogue, and frequently already in the summer session schedule.
- Most programs allowed some enrollee choice of course.
- A common practice was for the NYC program to consist of one class in which all enrollees were entered and one additional class chosen by each enrollee.

- Classes chosen by enrollees ranged from basic education to standard college courses in foreign languages, mathematics, and science.
- Most frequently chosen courses (in descending order) were: English, psychology, sociology, typewriting, reading, mathematics, speech, health education, history.
- Grades earned by NYC enrollees ranged from A to F, with an average of C+.
- Credit earned was held in escrow for later college use or was transferred to the enrollee's high school.
- Under a variety of departments and course names many colleges offered a course in occupational orientation.

Some Local Variations:

- Several colleges developed special instructional materials for NYC classes. One published textbook was an outgrowth of a class in English composition. *
- Several colleges limited enrollees to one course, and increased time in work experience.
- Several colleges concentrated the program on college study and required no work experience.

---

*Dick Friedrich, David Kuester, Its Mine and I'll Write It That Way, Random House, New York 1972.

- Several colleges worked with local high schools to identify specific high school credit equivalencies for college courses.
- One college offered an all vocational course program, utilizing the entire vocational training facility of the college.
- During 1971 and 1972 many colleges offered courses giving special attention to racial and ethnic accomplishments.
- One college English teacher and cooperating librarian effected a strong stimulus toward increased reading by permitting enrollees to take paperback books from the library with no record kept and with the only condition that the borrowed book -- or another one -- be sometime returned.

Job Assignments of Enrollees:

Most Frequent Practices:

- Job assignments of NYC enrollees usually involved working with a college teacher, a college administrator or other college personnel supervising a variety of college facilities. The NYC enrollee was brought into a one-to-one relationship with a person in the mainstream of college activity. This model setting relationship was found to be more important for influencing self and career attitudes than the particular work site, work materials, or work activities. The jobs were of the kinds found in a college.

1971 and
1972 Sample

Position	California 1969	Five State 1970
Clerks for Instructional Departments	122	45
Clerical Assistants in College Offices	57	20
Library Assistants	38	14
College Bookstore Assistants	34	12
Maintenance Department Assistants/Clerks	32	8
Physical Education Department Assistants	24	4
Custodial Department Assistants	23	6
Cafeteria Assistants	22	2
College Warehouse Assistants	19	6
Landscaping Department Aides	16	2
College Duplicating Department	12	8
College Steno Pool	12	7
Audio-Visual Department	12	6
Others: (Switchboard; Keypunch Operators; Art Gallery Guards; Study Skills Center; Circulation Clerk; Theater Shop	47	18
Community Research Assistants		25
Human Services Aides		69

- Most programs found an adequate number of work stations on campus, but a number found it necessary to use off campus work stations in addition.
- All of the programs provided for supervision by a college employee, with job instructions and performance evaluation being a part of the responsibility.
- In all programs effort was made to give enrollees a choice of job, and to provide for change of job when necessary.

Some Local Variations:

- Several programs used NYC enrollees as tutors, working with other enrollees, or with younger pupils in special tutoring projects that the college was conducting.
- Several programs staffed work stations full time by assigning two enrollees and scheduling class time around work time.
- One program was all work except for a 2 credit occupational orientation program involving study, visiting speakers, and field trips.
- One program conducted its campus work experience component on a full time basis after summer session classes ended.
- One program used NYC enrollees to make a community survey.

Supportive Services:

Most Frequent Practices:

- Most programs provided special orientation to college services, special counseling on course selection, on career choice, and on choice of work experience.
- Most colleges found that NYC enrollees could not get along on the traditional swim or sink program; they needed some help with their classes, their jobs, and their problems.
- Most colleges found that NYC enrollees were not psychotic

cases, their needs were more for practical help with practical problems of money, health, transportation, dependents, and time use.

- Most colleges provided services to help enrollees pass their courses. Nearly all had small group tutoring. Some provided one-to-one tutoring. Most had learning laboratories that were open to enrollees for help in reading, listening, outlining basic mathematics, and time scheduling.
- Most programs found that paraprofessional aides (mostly slightly older students on Work-Study programs) were of great value as tutors and counselors for NYC enrollees.
- In most programs NYC counselors cooperated with college counselors in maintaining attendance and in resolving personal problems.
- Most colleges opened their entire campus to provide an educative environment for their NYC enrollees.

Some Local Variations:

- In several programs NYC counselors were officed on the college campus and performed a central role in daily operation of the program.
- A few programs directed special attention to the needs of racial and ethnic groups.
- One college provided free lunches for NYC enrollees.
- Several colleges provide medical and dental services.

- Several colleges developed plans for involving NYC enrollees on the program control team.

Program Evaluation:

Most Frequent Practices:

- Most colleges kept attendance records, drop-out records, class enrollment records, grade reports, and reports from NYC work supervisors.
- Most NYC sponsors kept full records of enrollee qualification data, time records, compensation records, and termination records.
- Some colleges required high school transcripts and measures of enrollee performance on tests of basic educational skills at the time of registration and kept these records.
- Some sponsors made systematic monitoring visits of NYC Goes to College programs and kept records of observations made.
- All colleges and sponsors received from enrollees a continuous input of un-recorded enrollee feeling and opinion - flow of unsystematic human communication -- that furnished a valuable base for subjective evalution.
- Most colleges and most sponsors became too busy with program operation to carry out systematic collection and evaluation of enrollee growth in performance, in attitude, and in self-confidence.

- Many of the programs secured end-of-term measures of enrollee opinion on forms developed and supplied by the Evaluation Technology Corporation.

Some Local Variations:

- A few colleges secured "before" and "after" measures of enrollee performance on tests of basic educational skills and attitudes toward work.
- A few programs made follow-up studies of enrollee activity after the term ended.
- A few programs undertook the tryout of a full package of evaluation materials that were developed by the Evaluation Technology Corporation.
- A few colleges treated NYC enrollees exactly like all other summer session enrollees and undertook no separate evaluation of their performance.
- Teachers in some of the programs secured evaluations of individual courses.

Sponsor-College Arrangements:

Most Frequent Practices:

- Most sponsors and colleges exchanged letters of agreement, setting forth the mutually accepted purposes of the program and the arrangements for its operation. Typically these arrangements included:

Number of Enrollees
Criteria for selection
Responsibility for recruitment
Kinds of courses needed
Kinds of jobs needed
Support services to be supplied
On campus management of the program
Personnel to be supplied
Records to be kept
Arrangements for payroll
Financial responsibilities of each
Program evaluation

- In most programs the sponsor recruited, and delivered the enrollees; the college provided and managed the entire campus program.
- In all programs the sponsor paid enrollees' wages and payroll costs.
- In most programs the college supplied at college expense the same services for NYC enrollees that it provides for other in-district college students.
- In most programs involving tuition for all college students the NYC sponsor paid the tuition.
- All programs recognized that the college had some real costs over and above tuition for which outside support was needed. In most programs these costs were met by the NYC sponsor.
- In most programs NYC sponsors received no additional D. O. L. support for NYC Goes to College programs. Costs were met by economies in administration and by diversion to "Other Direct Costs" of funds projected to accumulate by the estimated absenteeism and phase in-phase out rate.

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NYC Goes To College

ACCENT

ON

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PROGRAMS FOR 1973

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NYC GOES TO COLLEGE

Some Emerging Patterns in Program Components

College	Number of Enrollees	Time Distribution in Typical Week (hours)			Character of Program	Special Features
		Class	Work	Support Services		
Basic Module	50	10	15	5	2 courses plus work plus counseling and tutoring.	Primary goal to build incentive.
	(This was the pattern suggested in the 1970 Guidelines for these programs.)					
Cerritos (Ca.)	40	15	15	5	All enrollees together in Orientation. Second class chosen from S.S. schedule. Work as aides in college offices.	Enrichment trip or program each Friday morning.
Kansas City (Kansas)	34	12	6	8	NYC enrollees in special sections of basic math and general psychology. Work all day Friday.	NYC-2 enrollees combined with in-school group.
Monterey Peninsula (Ca.)	50	25	0	10	NYC enrollees in regular classes with other students, but given much tutoring and counseling	No work assignment. Emphasis on strengthening reading and writing abilities.
East Los Angeles (Ca.)	70	10	20	5	All enrollees in Health 10. Second class elective. Work assignments all over campus, but 20 in Study Skills laboratory as tutors.	Tightly planned work and study program.
University of Nebraska (Omaha)	50	15	10	1	Nine weeks session. Emphasis on communication. Most students in English, speech, and reading.	Part of a University Program.
Imperial Valley College (Ca.)	120	10	15	15	NYC enrollees share the campus with other students, but are in separate class sections of regular vocational (business and technical) and career planning courses.	Vocational department of the college turned over to NYC program.
St. Clair Co. Community College (Mich.)	50	10	15		Ten weeks program. All enrollees grouped in applied psychology and reading.	Half of group had a.m. work, p.m. classes; the other half - a.m. classes, p.m. jobs.

College	Number of Enrollees	Time Distribution in Typical Week (hours)			Character of Program	Special Features
		Class	Work	Support Services		
San Bernardino Valley College (Ca.)	67	first 5 weeks 20 second 5 weeks 0	 0 20	 10 10	All enrollees in special environmental science course (5 weeks) followed by work assignments (5 weeks) relating to improvement of environment.	Some special funding from Environmental Education Act.
Atlantic Community College (N. J.)	21	10	15	10	NYC enrollees blended with other students in regular classes.	Special Cultural enrichment program.
Kansas City (Missouri)	29	10	15	2	Eight weeks program. Students widely spread in regular courses.	Success of this program led to year round college program for NYC-2.
Northwest Iowa Vocational School (Sheldon, Iowa)	20	20 to 30	0	4	All enrollees in regular vocational (industrial, construction, agriculture, business) curricula of the college.	Full time education and training.
De Anza College (Ca.)	50	10	15	5	Each student took two courses, acceptable for college or high school credit. Strong academic support program.	Student court developed to increase responsible involvement in control.
Forest Park (St. Louis, Mo.)	170				Forest Park College and the NYC sponsor for St. Louis are now in their third year of operating NYC Goes to College programs. The summer program is supplemented by a year round program for high school NYC enrollees and a full-time program for NYC-2 enrollees.	

End of Program Enrollee Evaluation Form
with typical enrollee responses

**EVALUATION
TECHNOLOGY
CORPORATION**

ETC

323 17TH ST. SAN BERNARDINO, CALIF. 92405

Note: Program operators may secure as many blank copies of this form as needed from E.T.C. at no cost

City______________________
College______________________

NYC GOES TO COMMUNITY COLLEGE

ENROLLEE REPORT
(To be completed by each enrollee near
end of term or at time of leaving)

Name______________________ Date______________ Sex M ___ F ___

Date you entered Program____________ Total credits earned by end of this term_____

Courses now taking: Most frequent pattern:
All enrollees in one common course.
Each enrollee in one additional vocational or academic course related to career plan.

Work Assignment:
Aides to faculty department secretaries; aides in college office; laboratory assistants; library and A.V. assistants; tutors

Things I Liked About The NYC-College Program	Things I Disliked About The NYC-College Program
1. Meeting new people 2. Finding my way around the college campus itself 3. Earning college credits 4. Getting paid while going to school	Nothing; I think its should go on forever No enough choice of courses Low Pay Transportation cost too much Some enrollees goofed off. Not enough recreation.

If you were invited to design a NYC-College Program, what changes would you make?
Enlarge it to give more kids a chance
Admit enrollees to more regular college classes
Continue the program year round.
Plan earlier and give enrollees more information

What are the best features of a program like this? Check your opinion:
Most frequently checked items:

Credit for college courses X
New learning in college courses ___
Tutoring by college tutors ___
Completing required high school courses ___
Individual study at the college ___
College reading program ___
Help from teachers ___
Wages received X
Learning to do a job ___
Feeling of accomplishment in doing a job ___

Helpfulness of work supervisor ___
High school counseling ___
Help from NYC counselors X
Academic counseling ___
Personal counseling ___
Career counseling ___
Organized "rap" sessions ___
Contacts with college students X
Contacts with other NYC enrollees X
Just being on a college campus X

In what ways has this experience been beneficial to you? (continue on back)
"I know now that I can make my way in college"
"I earned money and I earned college credit"
"I made new friends and learned how to get along with people."
"I learned how to plan for myself."

NYC Goes To Community College

PROGRAM GUIDELINES

ETC

EVALUATION
TECHNOLOGY
CORPORATION

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J. W. Mc DANIEL, MANAGING DIRECTOR

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June 17, 1971

TO: Manpower Administration Personnel, Neighborhood Youth Corps Directors, and Community College Officers engaged in or concerned with cooperative "NYC Goes to Community College" programs.

FROM: Evaluation Technology Corporation
J. W. McDaniel, General Manager

The Evaluation Technology Corporation is completing three years in the coordination of programs that combine the services of Community Colleges and of Neighborhood Youth Corps sponsors. In order to make this accumulated experience available to ongoing NYC - Community College projects, E.T.C. is able to offer (at no cost to local agencies) special services to Community Colleges and N.Y.C. sponsors.

Forms of Assistance that E.T.C. is prepared to offer include:

Visits to program sites, by consultants qualified to assist with each component of a program;

Preparation of Materials, for courses of instruction, counseling services, or other program components;

Information Exchange, of quality components from one project to others;

Correspondence, concerning problems, procedures, or information;

Telephone calls and responses to immediate problems.

Program Components or Problems in the operation of NYC - Community College programs with which E.T.C. may be of assistance.

Program design,
Preparation of proposals and agreements,
Budgeting for NYC programs,
Enrollee recruitment,
The instructional program,
Job assignments, supervision and evaluation,
Support services,
Evaluation and Reporting,
Coordination with high schools,
Public relations.

Requests for Assistance or for further information should be directed to:

J.W. McDaniel, General Manager
Evaluation Technology Corporation
323 West 17th Street
San Bernardino, California 92405
Telephone: (714) 886-2010

NYC Goes To Community College

NYC Goes to Community College is one effort to link two youth-serving agencies in order to improve the performance of each. The summer programs involving work and study by Neighborhood Youth Corps enrollees on community college campuses across the nation represent a reordering of priorities by each institution.

Definition of a Program Model

The NYC Goes To Community College summer program is an arrangement whereby a defined number of enrollees attend a community college for a defined number of weeks during the summer in order that the enrollees may enter a planned program of work and study, for which the college grants credit and the NYC pays wages. The arrangement constitutes an agreement between the college, the NYC sponsor, and each enrollee. Each party accepts responsibility for the performance of stipulated duties.

Responsibilities of Participants

NYC Enrollee

- To attend classes and meet all course requirements,
- To perform all necessary duties of his assigned job,
- To attend counseling and tutoring appointments,
- To participate constructively in total college and NYC group activities,
- To share in evaluation, improvement, and public interpretation of the program.

NYC Sponsor

- To recruit enrollees,
- To pay wages of enrollees,
- To provide transportation for enrollees,
- To share attendance control,
- To interpret the purposes and outcomes of the program to responsible manpower agencies.

Community College

- To welcome each enrollee into the college community,
- To supply an incentive building environment,
- To provide courses suitable for the enrollee,
- To provide supervised employment for each enrollee,
- To provide necessary counseling and tutoring,
- To keep adequate fiscal and student personnel records,
- To interpret the purposes and outcomes of the program to the college community and to the public.

Sponsor and College

- To determine the calendar for the program,
- To determine the number of enrollees,
- To effect satisfactory fiscal arrangements,
- To evaluate the program.

Frequent Components in NYC Goes To Community College Summer Programs

Time:
- 26 to 30 hours per week on campus for 8 - 10 weeks
- 10 hours in class
- 12 - 15 hours work
- 4 - 5 hours counseling and tutoring.

Courses:
- One "required" academic or basic education course with a special section for NYC enrollees.
- One "elective" vocational course related to each enrollee's career plans.

Jobs: Individual placements in college offices, library, laboratories, shops, services.

Support Services: Individual tutoring, educational counseling, personal counseling, help with practical problems.

Alternative Components:
- No special courses or sections, all enrollees in scheduled classes.
- Enrollees take only one course, more work time.
- No work assignment, full-time for classes and study.
- Off campus work assignments.
- Individualized study and/or work schedules for introductory low enrollment programs.

Guidelines: Some Essential Arrangements

- Early college and NYC agreement on the number of slots.
- Early agreement on responsibility for recruitment.
- Early agreement on responsibilities for costs.
- Acceptance by the college of primary leadership of the program.
- Identification and assignment of a project director.
- Provision in the summer instructional program of academic support courses, (e.g., reading, study skills, etc.)
- Identification of sufficient specific jobs for enrollees.
- Identification of acceptable and acceptant job supervisors.
- Utilization of high school counselors in recruiting enrollees.
- Planned provision for enrollee transportation.
- Identification and assignment of counselors with demonstrated rapport with NYC clients.
- Planned provision for tutoring services.
- Clear and agreed upon arrangements for keeping time records and paying enrollees on time.
- Arrangements to open college facilities to NYC enrollees and to welcome them to the college community.
- Formulation of a design and plan for evaluation of the program in terms of hard data, subjective opinions of enrollees and supervisors, and follow-up after the program is completed.

Guidelines: Some Principles for Budgeting

1. Sponsors and colleges should not count on special funding for summer programs.
2. In all programs the N. Y. C. sponsor pays enrollee wages and payroll costs.
3. In all programs the community college provides at college expense the same services for N. Y. C. enrollees that it provides for other in-district enrollees.
4. Some special services are provided for N. Y. C. enrollees but not for other college students. Costs of these special services must be met by the N. Y. C sponsor, the college, the N. Y. C. enrollee, or a combination of these. Each party to the activity (college, N. Y. C. sponsor, N. Y. C. enrollee and his family) has resources that can be used.

THE NEIGHBORHOOD YOUTH CORPS GOES TO COMMUNITY COLLEGE

By J.W. Mc Daniel. (Reprinted by permission from the Junior College Journal for April 1971)

The summer of 1970 will be remembered by hundreds of disadvantaged youth across the nation as the time they started college. From the Pacific coast to the Great Lakes to the Florida gulf, community college summer sessions opened doors of new opportunity to youth who previously may have had dreams about college, but who had no expectancy that such a destiny could be theirs.

The model of cooperative action by two youth-serving agencies that has made "Neighborhood Youth Corps Goes to Community College" programs possible is very simple. The Neighborhood Youth Corps (N.Y.C.) recruits eligible youth, pays them for their work on college jobs, and participates with the college in planning a work study program and in counseling the enrollees.

The Community College admits N.Y.C. enrollees to credit classes, identifies meaningful jobs for enrollees, supervises their work, provides tutoring, counseling, and recreation, holds credit earned "in escrow" or transmits it back to the high school, as needed.

What Is the "N.Y.C."?

The Neighborhood Youth Corps originated as an outgrowth of Part B, Title I, of the 1964 Economic Opportunity Act. Section 111 of this Act declared that "the purpose of this part is to provide useful work experience opportunities for unemployed young men and women . . . so that their employability may be increased or their education resumed or continued." Section 113 (paragraph 6) provides that "to the maximum extent feasible, the program will be coordinated with vocational training and educational services adapted to the special needs of enrollees . . ."

The Act provided for implementation of its purposes by paying wages to enrollees in return for "meaningful work," and by providing partial costs to sponsoring agencies for the development of jobs, training programs, and supportive services.

The Neighborhood Youth Corps is administered by the U.S. Department of Labor, which funds government or community action agencies in cities and counties to operate three programs: an "in-school" program for elementary and secondary school pupils during the school term; and "out-of-school" program for dropouts; and a greatly expanded "summer" program for school pupils during the months that schools are not in session.

The first work-study model identified as N.Y.C. Goes to Community College was innovated in 1968 by Moorpark College in California and the N.Y.C. sponsor for that area. Seventy-five high school juniors started the ten-week summer program of work and study. Seventy-one of them completed the entire term. Most of them earned six semester units of college credit, with a grade point average of 2.17. A follow-up of these students one year later found that sixty-seven of them had returned to high school and graduated. Two-thirds of these entered college the year after high school completion.

During the summer of 1969, twelve additional California colleges operated N.Y.C. Goes to Community College programs. A total of 520 N.Y.C. enrollees completed work-study programs in Cerritos, De Anza, East Los Angeles, Gavilan, Hartnell, Los Angeles City, Monterey Peninsula, Mt. San Antonio, Pasadena City, San Jose City, Southwestern, and West Valley colleges. In each college the record of performance was good.

In 1970, eighteen California community colleges were joined in the program by five college districts in other states, including: Malcolm X College of the Chicago City Colleges, Metropolitan Campus of the Cuyahoga Community Colleges, Forest Park College of the Junior College District of St. Louis, Hillsborough Junior College in Tampa, and Glendale Community College, Maricopa Technical College, Mesa Community College and Phoenix College, of the Maricopa County Junior College District.

Approximately 300 N.Y.C. eligible youth were enrolled in the programs of these five districts. Including the California enrollees, over 1,200 youth were served by the 1970 summer program.

The specific pattern of the N.Y.C. Goes to Community College program in each college was determined by the college and the N.Y.C. sponsor. Each program was tailored to fit local needs, but there were a number of common characteristics.

All of the colleges involved were two-year publicly supported schools. Each one offers a comprehensive curriculum which includes conventional academic courses and career related vocational courses. Each college is accredited by a national accrediting agency. Each program involved a planned mix of college courses and on-campus work. In most colleges some courses were chosen from the regular class schedule, with N.Y.C. enrollees intermixed with other college students; occasionally sections of courses were restricted to N.Y.C. students. Courses most frequently chosen were in communications with social sciences and vocational courses following.

Enrollees in the programs were recruited by Neighborhood Youth Corps counselors. In most instances the pupils selected for these programs were under-achievers, with grades barely above a D average and with low incentive for further education. All of the enrollees had been in high school during the previous academic year.

Each of the programs involved the N.Y.C. enrollee *being on a college campus* for most of the working days during the summer program. The conditions of employment for all enrollees in the programs were identical. Each was paid by N.Y.C. for 26 hours weekly at a wage of $1.45 per hour. Job assignments were typical of college support staff positions. Clerical jobs involving typing, recording, filing, information giving, and telephone answering were most frequent. Other work assignments included library clerks, bookstore clerks, data processing workers, laboratory assistants, athletic equipment maintenance. In each instance supervision of the work experience was a responsibility of a regular college employee. In most instances supervision was on a one-to-one basis.

Each program involved provision of approximately ten hours weekly in academic counseling, tutoring, study skills improvement, individual motivational counseling, and group counseling. Most of the colleges made use of their reading laboratories or learning centers in individualizing instruction in skill development. Each program included some attention to the development of an employability plan for each enrollee. In some colleges this activity involved a short course with self-assessment, occupational opportunity study, career planning, and job search components.

Arrangements were made for evaluation of the programs as a whole and of separable components in the programs by the accumulation of hard data outcomes and by the pooling of enrollee and supervisor judgments. Special forms were developed for securing subjective judgments. Course grades, attendance records, and work supervisor ratings were used as measures of performance.

Some Conclusions

During the summer of 1970, twenty-six community colleges opened their doors for the first time to a new segment of their local population. Each cooperated with the Neighborhood Youth Corps sponsoring agency for the community in providing a summer work and study experience for N.Y.C. youth. Corps sponsors and the administrators of the colleges were unanimous in considering the summer project to have been a successful experience. Each college is ready to repeat the program. Practically all of the enrollees expressed the hope that the programs could be continued for the benefit of their siblings and friends.

Dropout rates were low. During the 1969 summer, 87.1 per cent completed the programs; during 1970, 85 per cent completed the programs. Upon completion of the summer program, most of the students returned to their high schools with the intention of graduating and then entering thei community college. N.Y.C. enrollees demonstrated that they could take and pass college courses when given supportive help. During the 1969 session the grade point average was 2.28. Incomplete reports from the 1970 session indicated an equal level of success.

Comparison of the effectiveness of separable components in the programs indicated that the total experience of spending a summer "on a college campus" had more influence than any single feature. The wages, paid by N.Y.C., were both strong incentives and very necessary support for the enrollees. The credit earned by taking courses was held in higher value than the courses themselves, though many enrollees stated that they had learned more in one of their summer courses than during all of their previous schooling. Work experience and contacts with work supervisors were judged as having more value than the counseling enrollees received.

The summer programs demonstrated that community colleges represent a rich resource for youth corps projects. The colleges are local institutions, existing for the training of workers and for the education of citizens. By their use, N.Y.C. projects add local tax and state tax support for federally sponsored projects.

At the same time, Neighborhood Youth Corps projects can help community colleges extend their out-reach programs. Colleges are always short on dollars to pay students for the part-time jobs the students need to stay in school. This is the resource that can be supplied by the Neighborhood Youth Corps. By linking their programs, each agency can reach more of the youth not yet being served.[1]

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[1] The 1969 and 1970 N.Y.C. Goes to Community College programs were developed by a contract with the U. S. Department of Labor. The Evaluation Technology Corporation, of which Mr. McDaniel is General Manager, has prepared a compendium of guidelines for the operation of such programs.

Year-Round NYC Goes to Community College Programs

The Basic Plan for the Year-round Program:

The year-round NYC Goes to Community College is an arrangement whereby a high school authorizes a pupil who has been accepted in the Neighborhood Youth Corps to attend a community college for a portion of a school week in order that the pupil may enter a planned program of work or of work and study, for which the Neighborhood Youth Corps pays the pupils a wage. The college, the NYC sponsor, and the high school coordinate their resources to provide an individualized program for each enrollee.

Components that may be incorporated:

- Enrollees receive regular in-school compensation.
- Enrollees may participate in day or evening classes.
- College attendance opportunities may be for individual enrollees or for larger groups.
- Enrollees may combine work and study, work only, or study only.
- Classes may be "in-group" (for NYC enrollees only) or may involve placing NYC enrollees in regularly scheduled classes.
- Courses may be academic, vocational, or preparatory, or count for high school completion.
- Jobs may be career related or any available openings.
- Enrollees may receive counseling and tutoring help.
- Enrollees may receive financial aids advisor help in planning career programs.

NYC-2 Goes to Community College Programs

The Basic Plan for the NYC-2 Program:

Most states have arrangements whereby community colleges may provide classes and other services for non-high school graduates. Sponsors of NYC programs for school dropouts (NYC-1 or NYC-2) may arrange with local community colleges for courses, counseling, and other services for individual enrollees or for groups of enrollees. Arrangements may be for full-time day attendance or for part-time day or evening attendance.

Components that may be incorporated:

- Full admission to career training curricula.
- Individual and group courses in basic education in preparation for G. E. D. equivalency.
- College courses acceptable to high schools for completing graduation requirements.
- Specially organized and calendared courses for training in employable skills.
- Vocational counseling, educational advising, and personal development counseling.
- Financial aids advising and assistance in securing scholarships, grants, and jobs.
- Combinations of study and work, either on campus or off campus.

Why Link NYC with Community Colleges?

Frequent Problems in the Operation of NYC Projects	Potential Advantages of Linking with a Community College
Finding good work sites	Community colleges have a variety of jobs.
Securing work supervision	Colleges can give the enrollee a one-to-one relationship with a mature college worker.
Increasing employability by combining work with training	Community colleges are training-centered, provide specific courses aimed at employability.
Motivating continuance in school	In physical environment, in image, in activities, in adult and peer group models, community colleges motivate continuing in school.
Strengthening self-concept	Community colleges provide models, success experience in courses, opportunities for higher education, opportunities for self-discovery.
Motivating economic independence	Community colleges provide wide freedoms, a visible work world, and a visible opportunity for continuing training.

Some Enrollee Opinions

"I believe I have proved to my mother that her son will really amount to something."

"I had the opportunity to earn some money and to earn some college credits during a summer when I would probably have been unemployed."

"I had actually dropped out of high school when my counselor called me and told me about this program. I am still amazed to discover that I am now a college student instead of a high school dropout."

"I can hardly wait to see the reaction of my high school teachers when I return and show them that I can earn the highest grades in the class!"

"As soon as I finish high school, I will be returning to this very same college to prepare for a better future than I had ever thought would be mine."

"It scares me when I think how closely I came to ruining my life because I listened to my stupid friends and dropped out of high school. Now I will try to help them to see how important a good education really is."

"This has been the most exciting summer of my life and I wish it would never end. I love every day of it."

"I had a general goal for a career, but now I have a plan for reaching this goal."

"I felt like I was being treated like an adult."

"I have gained some college credits which I am glad of. My classes, sociology, and family living, were really rewarding because I learned a lot about people. I also experienced going to school with people older than me. Moneywise, I have been able to buy my school books, senior pictures, class ring, school clothes, save money, and help my parents a little."

"It has given me a good experience working in the bookstore and helping me find out about college life. The credits were pretty helpful too."

"It has showed me that college isn't as bad as people make it out to be. It also has made me see that when you attend college, you have to show how you can take responsibility and how mature you are."

"It has taught me to look up at myself and let me know more about me!"

"Before this summer I thought college was for the other kids. Now I know that it can be for me."

"I learned that when I do go to college, it will take much concentration and determination."

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SUMMER NYC GOES TO COLLEGE: METRO MODEL - 1973

A SPECIAL MODEL
FOR
BIG CITIES

SUMMER NYC GOES TO COLLEGE: METRO MODEL - 1973

A Special Model for Big Cities

DESCRIPTION

The Metro Model of NYC Goes To Community College is a plan for big cities to maximize the use of the resources of the Neighborhood Youth Corps and of the colleges and universities in the community to give disadvantaged youth an incentive-building work and study experience during the summer. It involves a full-time COLLEGE STUDY component and a full-time WORK EXPERIENCE component.

TARGET GROUPS: All or most of the summer NYC Enrollees.

OBJECTIVES:

1. To motivate youth toward career-planning.
2. To increase knowledge of educational and career opportunities.
3. To increase knowledge and to strengthen attitudes toward work.
4. To expand awareness of the resources of the city.
5. To strengthen awareness of the interdependence of people.
6. To increase personal-social competence and to strengthen self-confidence.
7. To provide supportive income during the summer.

Some Spin Off Benefits:

For the College	- Gives the college word-of-mouth communication with the disadvantaged community - Provides opporunity and challenge for invention and tryout for new ways of teaching and learning
For the NYC Sponsor	- Gives high local visibility to the 1973 summer program - Opens doors for continuing coordination of services for youths
For the City	- Makes a strong step in the direction of constructive involvement of youth in the life of a city
For MANPOWER Programs	- Increases the use and visibility of Manpower delivery systems and informational materials

PROGRAM COMPONENTS: (Based on 8 weeks total time)

Time Pattern:

Divide the group into two equal parts. Assign Group 1 to 4 weeks college study followed by 4 weeks of work experience.

Reverse the schedule for Group 2

Work Experience Component:

- Utilize work sites found most favorable during past summers.
- Staff each job for 8 weeks by assignment of two NYC enrollees. (Each to work 4 weeks)
- Provide a supervised work experience utilizing best practices of previous summers.

College Study Component:

- Make arrangements with one or more colleges or universities to provide two successive sessions of a 4-weeks full-time study program.
- Develop a pattern of classes, counseling, tutoring, study time, college-wide and city-wide enrichment experiences that will make maximum contribution to each program objective.
- Utilize existing college courses or secure college acceptance of courses like the following:

  MANPOWER USA[1]

  - An orientation to the world of work with special reference to the clusters of occupations important for the community and with full utilization of the facilities and expertise of the college.
  - The resources of the campus will be expanded by involvement of local Manpower agencies and the use of Manpower job information

  MAN AND THE CITY[2]

  - An interdepartmental (e.g., psychology, sociology, political science, anthropology, speech) approach to a study of man, of men, and of the human potential. This course will draw on the facilities and expertise of the college to develop four themes:
    - People can live together
    - People need Government -- Government needs people
    - Man is not a thing
    - Cities are not bad

ARRANGE FOR CREDIT for the college courses to be held in esorow until the NYC enrollee matriculates in the college.

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[1] ETC can supply an outline for this course.

[2] ETC can supply some preliminary notes for a course like this.

BUDGET NOTES:

1. The NYC sponsor pays enrollee's wages and payroll costs.

2. The college provides at college expense the same services for NYC enrollees that it provides for other in-district college students.

3. The costs of special services required by this program must be met by the NYC sponsor, the college, the NYC enrollee, and the public and private organizations in the city that become involved in the program. Each party to the activity has resources that can be used.

4. Some possible economies to explore:

   - Tight NYC administrative staffing (staffing that recognizes the services provided at the college)
   - Waiver of application, matriculation, and activity fees
   - Waiver or reduction of tuition fees
   - Extensive use of para-professionals as teacher assistants, counselor aides, tutors, and group leaders
   - Extensive use of government publications
   - Voluntary and "loaned executive" participation in the courses, demonstrations, and visits involved in the program
   - Free or reduced rate public transporation.

PROJECT BUY CLEAN

PROJECT BUY CLEAN is a summer study-action program for improving the environment by improving the buying habits of consumers and the ecology awareness of people. It involves using community college facilities and expertise to train NYC and other community youths in environmentally healthy practices, then using these youths to mount an environmental education campaign in the community.

BUY CLEAN is a specifically-focused extension of the highly successful NYC Goes to Community College programs now found throughout the country. The description in this brief is largely excerpted from a proposal, which may be obtained in full from Evaluation Technology Corporation.

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PROJECT BUY CLEAN

WHAT IS IT?

Buy Clean is a summer study-action program combining the resources of a community college with the enthusiasm and manpower of the Neighborhood Youth Corps, plus a desired mix of "middle class" youth, to educate a community on wide-ranging aspects of environmental concern, ecology, conservation, and consumer choices.

Under Buy Clean, a number of community youth, (some NYC, some non-NYC) will earn several units of credit, and a modest amount of compensation, during an effort involving several weeks of education and field-phase preparation, followed by an equal period with periodic educational synthesis.

The results will be a cadre of youth educated in the environment (and some possibly seeking related careers) and in their own worth, a community better informed and more aware of youth's responsibility and a demonstrated linkage of NYC and Community College education-action for environmental good.

WHAT'S THE RATIONALE?

"NYC Goes to Community College" programs have been successfully launched during the past four_years in about 75 community colleges. These are normally general in nature, or take their cue from a local concern.

Buy Clean (the phrase "Buys Clean" implies both economic consumer education and the concept of "buying", in personal terms, a clean environment), is a variation, which presents a unified theme on an issue of great national concern. Environmental education and action programs to date have followed a one-shot "pick up can" approach, which offer no direct community education and have little lasting effect.

The specific problem is to educate, organize, and train an effective team of youthful environmental warriors who can then launch a meaningful program of community awareness, thereby creating basic behavioral changes through genuine understanding throughout the community, and establish the community college as a continuing instrument of environmental concern, in order to begin alleviating these many woes created by man's infringement upon nature.

Buy Clean proposes to have the college give these youth information and direction, and for the youth then to go forth and convince the community. In constructing both the educational and activity components, a maximum degree of participant-generated flexibility will be employed in order to adhere to relevance and encourage the youth's self-confidence.

HOW DOES IT WORK?

In one pilot program to be tried this summer (San Bernardino, California) 100 youth will spend 10 weeks, earning 8 college semester units. 80 of the youth will be NYC (60 summer in-school, 20 NYC-2 out-of-school); the other 20 will be junior college students acting as team leaders (paid at NYC level for second 5 weeks only).

The first 5 weeks of the program will include an educational, planning, and pre-testing period at the college, consisting of concentrated study of environmental pollution, environmental protection, consumer actions, and communication techniques, intergroup awareness, group organization into task forces, and preparation for field work.

The second 5 weeks will then be devoted to an intensive, comprehensive field team involvement of all participants, with weekly sessions at the college to evaluate, change, and integrate results with the educational data. Teams, averaging about 5 youths and reinforced with a community college-age group leader, will tackle such tasks as:

* House-to-house canvassing to educate occupants on conservation, recycling, pollution control, and related environmental considerations.

* Canvassing shoppers emerging from markets to inquire about containers, food products, solid waste and recycling, transportation, etc.

* Contacting employers concerning recycling, containers and solid waste, employee car pools, beautification and cleanliness.

* A special team to work intensively with property owners, merchants, and public agencies to forestall visual and environmental deterioration.

* A special team to work intensively on air pollution as a particular problem, investigating facts and communicating solutions.

* Target area demonstrations of environmental recovery procedures.

* Manpower support for on-going environmental control projects.

During the entire 10 week period, participants will be exposed to a wide variety of future careers in ecology/environment/conservation, consumer advocacy, communications of various types and community organization:

* Technician skills, such as those spelled out in the SPARE booklet (water or air quality monitor, lab technical, sanitary technician).

* Consumer advocate, researcher, spokesman

* Automotive pollution inspector or technician

* Marketing or opinion researcher

* Quality control technician

* Community/group organizer (relevance to related jobs in urban renewal, CAP agencies minority groups)

* Related normal support occupations: clerical, key punch, financial

The schedule is predicated upon a 28 hour instructional-field work week, or 280 total hours, plus 4 hours weekly additional of non-project time for NYC youth. A full time college coordinator (3 months) will manage the effort. The college, through ADA funds, tuition, or NYC contract will provide all instructional and instruction-related costs and resources. NYC will provide their paid youth and support services.

WHAT ABOUT COSTS?

For the pilot program noted, the total cost is estimated at about $73,000. This roughly breaks down (full budget available) as follows:

Instruction (2 instructors + aides)	10,977
Project direction (Coordinator + the 20 non-NYC + travel and supplies)	15,828
NYC wages and costs	46,180

WHO GAINS?

For the Participating youth:

- A responsible share in an important action
- Some college credit
- Some leads on a future career

For the Community:

- Some perceptible improvement in environment
- Sharpened perceptions of causes and cures for local environmental pollution.
- A vision of future power--Youth and community teamwork.

For the Neighborhood Youth Corps:

- An Additional quality component for the summer program.
- Fresh support from the community
- Some youth jobs with a career future
- A strengthened image

For the Community College:

- An expanded area of community service
- New strength for an out-reach program
- An enriched image thru project linkage with the scientific community.
- A demonstrated competence in environmental education.

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Project Buy Clean has been developed by the Evaluation Technology Corporation, who originated and lend technical assistance to NYC-Community College programs. Additional information, including a copy of the San Bernardino Valley College San Bernardino Buys Clean proposal can be secured from:

J.W.McDaniel
Managing Director
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(714) 886-2010

PROJECT CAREER SAMPLE

PROJECT CAREER SAMPLE is a sub-model of NYC Goes to Community College especially designed for enrollees whose experience in the world of work is too limited for them to make suitable choice of career. It involves the rotating of students through a series of short courses, each one of which gives the student knowledge about a job field and a "hands-on" experience with the tools and the tasks of the job.

CAREER SAMPLE makes use of the occupational training facilities and expertise of the community college, and combines college credit for study with NYC wages for work to give the undecided enrollee a sound basis for making a career choice.

ETC
EVALUATION
TECHNOLOGY
CORPORATION

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PROJECT CAREER SAMPLE

PROBLEM

Career selection is rarely based on accurate information about the various occupations. Rather, students have misconceptions about the various occupations, about the entry requirements into the occupations, and about the basic compensation and fringe benefits related to the different occupations. Frequently students have superficial knowledge about the glamorous parts of an occupation, but lack completely a sensitivity to the jobs, the sensory,motor, intellectual, attitudal, and emotional concomitants of the occupation.

ALTERNATIVE APPROACHES TO THE PROBLEM OF HELPING STUDENTS MAKE A CHOICE OF CAREER.

1. Psychological assessment via tests and interviews. Reliable and valid tools for this task have been sought for fifty years, yet the method is still experimental and exploratory. Unfortunately, the presently used procedures are least acceptable for the majority of NYC enrollees.

2. Rotation through a series of real jobs. This would be ideal but could not be available without subsidy to the employers for the loss of production time.

3. Student exploration of career fields through taking semester length courses. This is possible, but wasteful and discouraging. It leads to dropouts.

4. Educating a student for any career by giving him a general education. This approach is now under heavy fire on the ground that it leaves the student without any salable skill.

5. Development of a short course format and scheduling procedure that can give the student a sample of a variety of occupations during a single college term. This is the Career Sample approach.

THE CAREER SAMPLE PLAN

The Career Sample plan is an arrangement whereby a community college admits NYC-2 enrollees to a credit course identified as "Occupational Inventory" which is made up of a sequence of short occupational exploration units in a variety of work fields. The Neighborhood Youth Corps supports the enrollee with wages and counseling.

COMPONENTS IN A SEMESTER LENGTH PROGRAM

1. A community college and a NYC sponsor enter into an agreement to provide as the educational component of a NYC-2 program a ten hours per week career choice experience for a group of enrollees who elect the program and who lack specific career plans.

2. The college develops a modular plan for a ten hours occupational exploration course to include such components as:
    - a knowledge of the daily tasks involved in the occupation,
    - actual hands-on experience in doing some of the basic tasks in the occupation,
    - information about the requirements for entry into and career advancement in the field,
    - information about training programs for the field,
    - information about physical and human working conditions,
    - information about rewards in the occupation,
    - specific information about job openings and job search in the occupation.

3. College departments develop ten hour courses based on the module in occupational fields, such as:

    (1) Law Enforcement
    (2) Fire Science
    (3) Data Processing
    (4) Clerical-Secretarial
    (5) Electronics
    (6) Drafting
    (7) Automotive Body - Fender Repair
    (8) Radio Broadcasting
    (9) Recreation Technology
    (10) Nursery School Operations
    (11) Landscape Gardening
    (12) Retail Sales
    (13) Commercial Art
    (14) Printing
    (15) Forestry

4. The NYC recruits the number of NYC-2 enrollees necessary to implement the program. In registering for the program the enrollee rank orders the five to eight fields which most interest him.

5. The college organizes a master schedule that provides sections and the sequences needed to meet enrollee requests.

6. The NYC sponsor coordinates the Career Sample educational component with a work experience program.

7. The NYC sponsor and the college jointly provide the counseling, tutoring, and special problems assistance needed to give the enrollees a successful experience.

8. The college and the sponsor conduct an ongoing and terminal evaluation of the program.

ALTERNATIVE COMPONENTS AND ARRANGEMENTS

- Since college space is more likely to be free during the summer and since NYC educational component arrangements frequently need to be changed during the summer, the college and the sponsor might want to develop a 4 to 8 weeks full time program in which enrollees would take 3 to 4 occupational inventory units each day.

- The Career Sample program could be combined with a full time NYC-2 Goes to Community College program in which the occupations inventory is one of each NYC enrollees courses. The additional program could be full time study or a combination of work and study.

A DEMONSTRATION PROGRAM

All juniors and seniors at a high school in San Bernardino were invited to participate in such an exploratory program. San Bernardino Valley Community College serving as the host community college, offered the students a choice of 17 different occupational fields. The program was operated over a spring semester with 350 high school students being bussed to the college by the high school district. Student reaction to this demonstration program was high. Students both liked the chance for hands-on occupational experience and the opportunity to sample a variety of different programs. Students found that the most beneficial time was not when the teacher was lecturing, but when they were actually doing tasks related to the occupation. Counselors, students and faculty members found the program successful.

NYC-2

goes to a community college

REPORT OF AN EXPERIMENTAL AND DEMONSTRATION PROJECT

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ABSTRACT

This project involves the development of a program model by which community colleges and NYC sponsors can combine their resources to provide educational services for NYC eligible dropouts, the derivation of four adaptations from the basic model, try-out of the four sub-models in four junior colleges, assessment of the effectiveness of each program in meeting its objectives, the compilation of guidelines for the operation of NYC-2 Goes to Community College programs, the examination of conditions and problems involved in the replication of such programs, and the proposal of procedures for encouraging replication.

The program model worked. The combining of a college campus environment, college courses for credit, work for pay, educational and personal counseling, added up to a project model that developed new career plans and new levels of self-confidence in the great majority of enrollees.

J.W. McDaniel

J. W. McDaniel
Managing Director
Evaluation Technology Corporation

THE PARTNERSHIP

COMMUNITY COLLEGES

Community Colleges are America's fastest growing and most widely distributed institutions for post-high school education. In 1971 there were 1,091 community colleges in the United States with a total enrollment of 2,499,837 students.

The Carnegie Commission on Higher Education in the summer of 1970 called for the establishment of at least 230 to 280 additional community junior colleges by 1980, declaring: "The community college has proved its great worth to American society. Community colleges should be available, within commuting distance, to all persons throughout their lives, except in sparsely populated areas which should be served by residential colleges."

Accessibility and service are key terms in describing the appeals of the two-year junior and community colleges. These institutions maintain flexible admission policies so that the many as well as the few may have opportunity for education beyond high school. They offer a variety of programming: (1) the first two years of a four-year program or the transfer function, (2) occupational education to train men and women for rewarding jobs in business and industry and in public service at the end of two years or less, and (3) upgrading and retraining for adults who are already employed.

In addition, the colleges are taking steps to establish themselves as centers for community action and development — providing cultural, educational, and recreational opportunities.

Finally, these colleges operate at low cost to students. Tuitions average from $300 to $500 annually across the country.

NEIGHBORHOOD YOUTH CORPS

The Neighborhood Youth Corps was established in 1964 under the Economic Opportunity Act, and by 1969 it had enrolled more than two million youths. The program includes three main components — an **"in-school"** program designed to provide paid jobs for youth who need some support in order to stay in school, a **"summer program"** for unemployed youth who need to earn during the vacation months, and an **"out-of-school"** program for those who have left school and need work experience and remedial education in order to compete in the labor market.

A major redesign of the out-of-school program was effected in 1970. Nearly a third of the more than 550 projects now emphasize remedial education, skill training, and supportive services. Enrollees are largely school dropouts, aged 16 or 17 at the time they enter the NYC. The new projects aim to prepare enrollees for return to school or admission to a community college, for a general education development certificate (the equivalent of a high school diploma), or for the best semi-skilled or entry-level job for which the individual can be qualified — with the priorities in that order.

The Neighborhood Youth Corps is the largest of the manpower programs administered by the Department of Labor. It had over 480,000 first-time enrollments in the fiscal year 1970 — 46,000 in the out-of-school program and 436,000 in the in-school and summer programs. Local administration of Neighborhood Youth Corps units is vested in "sponsors" that are under the jurisdiction of governmental subdivisions or of Community Action Program agencies.

THE PROJECT

THE NYC-2 GOES TO COMMUNITY COLLEGE

The NYC-2 program is one attack on the enormous problem of improving the lot of out-of-school, unemployed youth. It proposes to use the tools — supportive pay, counseling, employability training, education, work experience — that have worked successfully with in-school youth in helping economically disadvantaged school dropouts. The goal of the NYC-2 program is self-sustaining employment for each youth; the thrust is preparation for such employment by education, training, and personal development.

The problem confronting the NYC-2 sponsor is staggering. His enrollees are school dropouts, failure-prone youth, loaded with practical problems of day to day living, and with numerous inhibitions against re-entering school. Yet the NYC-2 sponsor lacks the resources for operating the combined instructional, counseling, and recreational center that he needs.

The solution tested in the NYC-2 Goes to Community College program is the effecting of such cooperative arrangements with a community college as will make the resources of the college available to the NYC-2 enrollee. Community colleges are the most available, the most economical , and the most clearly relevant institutions for assisting NYC-2 sponsors in their training objectives. Community college curricula combine education and training. Community college facilities provide environments for training that combine the practical with the theoretical. Their personnel have both training and experience in helping youth develop employment goals. **The success of the NYC Goes to Community College summer programs conducted during 1968, 1969, 1970, and 1971, has demonstrated that coordinated services of these two agencies can be effective. Exposure to a community college campus environment, college credit for courses, paid work experience, self-developing freedom, individual counseling and tutoring, produced NYC enrollee growth.** These summer programs were for in-school NYC enrollees. This project is designed to test the validity and the feasibility of an essentially similar program for out-of-school (NYC-2 and NYC-1) enrollees.

PARTICIPANTS

During 1971 four community colleges and their local NYC sponsors developed NYC-2 Goes to Community College programs.

	Sponsor	**College**
St. Louis	Human Development Corp. of Metropolitan St. Louis	Forest Park College of the Junior College District of St. Louis
Chicago	The Chicago Committee on Urban Opportunity	Malcom X College of Chicago City College
Denver	Neighborhood Youth Youth Corps City and County of Denver	Auroria Campus Community College of Denver
Imperial (Calif.)	In-School NYC. Co. Supt. of Schools NYC-1 Imperial County Board of Supervisors	Imperial Valley College

BASIC COMPONENTS

Each of the demonstration programs included certain "basic components." In addition to these components,

- **Cooperative planning** by a community college and a NYC-2 sponsor of a program for NYC-2 enrollees which might include full time study, part-time study combined with on campus work experience, part-time study combined with off campus work experience.
- Admission of NYC-2 enrollees to **college courses** and to other college services.
- **Recruitment** of enrollees, **orientation, compensation,** and attendance **counseling** by the NYC sponsor.
- Provision of adequate **support services** — vocational counseling, academic counseling, tutoring — to insure optimal achievement by each enrollee.
- **Continuous evaluation** of the program by the college and the sponsor.

THE STUDENTS:

Tim Riley became a dropout late one Monday night wher the school board expelled him for pushing drugs, non-attendance, and frequent violation of school rules. He was registered in the tenth grade at the time he was dropped. **Grace Johnson** was only in the ninth grade when she had to "quit coming" to school because her pregnancy was showing. Grace had been a good student all through the elementary grades and liked school. Early in the ninth she me new friends and one thing led to another. **David Hidalgo** had to withdraw while in the tenth grade in order to help his father with the family trucking business. He had been a fair student when he could attend regularly but got behind with school work when he had to work and finally was glad to get away from it.

Mercy Merez "split" from school in the eleventh grade because "it just seemed to be the thing to do." School was of no interest and the activities of kids outside of school was more real. She had no father and her mother had too many other worries to pay much att

SCHOOL DROPOUTS

Mat McCune had to quit school to take a full-time job when he was in the eleventh grade. He was married, had a child, and needed to earn more money to support his family. After his employer found that Mat was no longer in school he fired him from the job. Mat was glad to get in the NYC-2 program. **Linda Gable** left school while she was in the eighth grade because she didn't have any suitable clothes to wear. Other kids dressed better and she was constantly embarrassed.

THE STUDENTS:

HOMES. "Of the six houses I visited, five were in the poorest section of town. Once inside the houses appeared as a disarray of broken down furniture, crowded bodies, and cramped living quarters. One house had three bedrooms shared among eighteen children. Privacy appeared non-existent, and the level of noise in the house would be an obvious deterrent to anyone trying to study. As one girl said to me — there's never enough time to do or have anything personal — and from this it seems obvious that it would be hard for anyone to have any positive incentives towards school or possible vocational goals if th had to return home each day to such an environment. The only one thing that means anything, that has any value to these students is MONEY. For the dropout, money is the only way he can have, be or possibly hope to be in the future." — Linda Denman, Student Tutor.

SCHOOL. Stated causes of leaving school are more frequently academic ("too far behind," "not interested," "didn't like the teachers," "couldn't take what I wanted," etc.) than economic, but it is usually apparent that family finances were a part of the reason.

Most dropouts have experienced more failure than success in their contacts with school.

Actual school subject performance of dropouts is frequently well below the grade level. (In the NYC Goes to Community College sample in one college average reading comprehension level was 6.4; average arithmetical computation level was 5.9.)

BASIC ENVIRONMENT

STREETWISE. "Here is the dropout's plight; no money, no training, no chance for either. Chances are that he is on welfare of some sort or another. He is the victim of constant attacks on his dignity with little hope to extricate himself from the situation he is in as he faces society."

"Not only is the financial support essential to help poor youth, but so is emotional support. It is necessary to keep in mind that most of these enrollees have never had hope for a happy and contributive future. The enrollees are characterized by low levels of self-esteem. They are poor in a culture which values affluence. They often turn to prostitution, dope, stealing. They spend what little money they have to escape: either by acquiring the symbols of success (clothes, cars, furniture), or by turning to drugs. They typically live without regard for their own futures and therefore without plans to help themselves. They not only contribute to the day-to-day dangers of their lives, they are also victims of it." — Richard Friedrich, Instructor, Forest Park Community College.

ENROLL

ON A COLLEGE CAMPUS
WITH REGULAR COLLEGE
STUDENTS IN A PLANNED
SCHEDULE OF
WORK AND STUDY
OR OF FULL TIME STUDY

AIM

AT BEHAVIORAL CHANGE
IN DIRECTIONS OF:

- Confidence in an improved future
- Confidence in self
- A specific goal and plan
- Study and work capabilities adequate for the goal
- Situational adaptability adequate for the goal

RECRUIT

NYC ELIGIBLE SCHOOL
DROPOUTS

- Who lack a career plan
- Who are willing to try a study program
- Who demonstrate some potential for success

PROVIDE

A PROGRAM OF:

- Instruction
- Counseling
- Tutoring
- Immediate practical help with problems
- Work Supervision
- Campus involvement
- Support during crises

UTILIZE

INCENTIVES OF

- Pay for work
- Credit for Courses
- Involvement as an active participant in the program.
- Acceptance as an individual
- Recognition for cooperation and performance

BASIC MODEL

"IN-GROUP" APPROACH

ST. LOUIS. This model emphasizes the use of two vestibule "in-group" experiences to develop self-confidence and academic survival skills before absorbing the enrollee into a college as an individual.

Phase I — Orientation.
- individual admission at time of first referral
- motivation counseling (individual and small group)

Phase II — "In-group" courses.
Block programming of NYC-2 enrollees in special sections of regular courses
- communication
- psychology
- career discovery
- sociology
- Develop at least one course as an "in-group" support body
- Involve the NYC-2 group in a career oriented job, either on campus or off-campus
- Support of progress by:
  - tutoring
  - group counseling
  - continuous help with minor practical problems

Phase III — Regular college student transfer.
Transfer the enrollees from "in-group" programming to regular student status after one or two semesters.

The NYC-2 sponsor pays the tuition and the cost of books. The college provides program direction, instruction in nine credit hours, tutoring, and use of a learning laboratory for individualized study. Counseling is a joint responsibility. The NYC-2 sponsor provides a full-time counselor for attendance counseling, articulation of work assignment with studies, and trouble shooting on personal problems. The college counsels on career selection, educational planning, and search for scholarship opportunities after the NYC-2 program.

INDIVIDUAL PROGRAMMING

CHICAGO. This model assumes that conventional barriers ("standards") between school and college and between successive years in college are fallacious; that a valid educational structure will enable each enrollee to enter and progress at his own pace. The model emphasizes **adaption** of counseling and instructional procedures **of the college** to the needs of the NYC-2 enrollees. Components in this model include:

- Accept NYC-2 enrollees as **full** members of the college community.
- Program students in basic courses in:
  - communications
  - career discovery
  - mathematics
  - social science
  - physical education
- Build relevance into each course by organizing instruction around issues related to individual and community survival.
- Pace progress through courses by performance standards instead of conventional time standards.
- Support progress by:
  - use of learning laboratory
  - tutoring
  - group counseling
  - college activities
  - credit by performance examination
  - involvement of parents, families, and neighborhoods.

DAILY ACTIVITIES

- Home Room — Current events and informal group discussion, (students divided into 4 groups on basis of language ability.)
- 4 Classes — English, Social Studies-History, Biology, and Mathematics
- Skills Center — Individual help in reading, arithmetic, and academic tutoring (G.E.D.)
- Physical Education program — (Swimming, team games, physical conditioning.)

PROGRAMS

CAREER LADDER

DENVER. This model emphasizes **individual handling** and **immediate programming** of each enrollee in a career ladder, utilizing the entire resources of the college for each NYC-2 student. Components in the program include:

Individual admission and immediate programming as a **special** student in

- regular academic courses
- regular vocational courses
- developmental (remedial) courses
- career discovery classes
- or individual study in a programmed learning laboratory
- or a pattern of work and study
- or any combination of these that best fits the individual

Support of progress by:

- tutoring
- credit by examination
- college activities

Transfer the enrollee from **special student** status to regular student status as soon as he is ready.

The college follows an open door policy, admitting new enrollees each week. Courses are developed in modules that permit individual progression. Instruction is a combination of group and individual study. Tutoring and use of a learning laboratory are available. At the same time the college is sensitive to its need to improve its services for disadvantaged youth. The NYC-2 program is viewed as one way to move.

A RURAL MODEL

IMPERIAL, CALIF. This model emphasizes full use of all community college resources that can be of help to both in-school and out-of-school NYC enrollees. Components in the program include:

- Joint program planning by the College, the in-school NYC sponsor, and the out-of-school NYC sponsor.
- Summer NYC Goes to Community College program that includes both in-school and out-of-school enrollees.
- Special classes to meet special needs of out-of-school NYC-1 enrollees in a part-time that is coordinated with an off-campus work experience program.
- Admission of NYC-1 enrollees to regular classes and organized career training programs.
- Admission of in-school NYC enrollees to college courses and to college counseling services on a part-time basis while the enrollee is still in high school.
- Inclusion of NYC-1 enrollees and in-school NYC enrollees in off-campus career counseling and occupational information services provided by a mobile counseling van owned and operated by the college
- Financial aids counseling of all NYC enrollees to help develop plans for covering the costs of career training.

THE RESULTS

The demonstration NYC-2 Goes to Community College programs are still in their infancy. But already it is possible to observe some accomplishments:

REALISTIC EDUCATION

	NUMBER	PERCENT
To complete H. S. equivalency	47	22.9
To improve employability	45	21.9
To enter and complete a college (or university) career training program	113	55.1
TOTAL	205	99.9%

REALISTIC CAREERS

Career Plan at Denver	Number of Enrollees	Length Program
Data Processing	3	2 years
Surgical Technician	2	9 months
Dental Assistant	1	9 months
Drafting	3	2 years
General Studies	7	2 years
Business Management	2	2 years
X-Ray Technician	2	2 years
Secretarial	2	9 months
Refrigeration	1	9 months
Food Services	1	2 years
Nurse Assistant	1	3 months

LEARNING BY THE COLLEGES

The colleges are also learning that the financial support offered by NYC employment makes the difference between school success and school leaving.

All of the colleges are learning that **non-high school graduates** can succeed in college courses.

In each college the programs are now moving with more assurance and vigor than when they started.

This program has discovered a machinery for re-vitalizing community college education and community college teaching.

REPORT FROM ENROLLEES

"When I started I was a little skeptical about the program, thinking I wasn't going to be able to compete with some of the 'brainy type' people I saw when we first entered the auditorium for orientation. When I looked around again it seems as if everyone had changed and had turned into average people just like me."

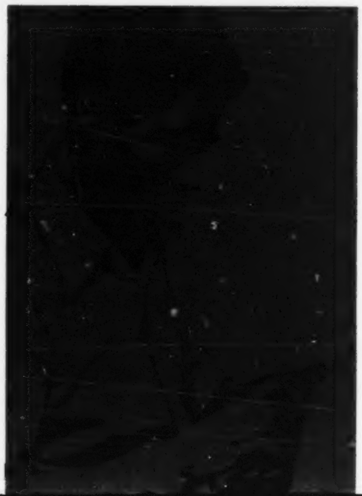
No brag just facts. The program has helped me become a unique, self-motivated person, letting me know that I can be something. Not just something, but what I myself want to be.

"The NYC program offered many opportunities to me and other students. I think it gave me the chance to prepare myself for a better future. Great opportunities come few in a lifetime and I believe this program may be one of the few."

You learn and earn while you're learning.

SOME SUCCESS STORIES

"Two years ago **Mary Jones** was a seventeen year old school dropout, mother of one baby, habitual user of drugs, and part-time prostitute. Today, after fifteen months in the NYC-2 program, Mary has a full-time job as a secretary, is well on her way to completing an A.A. degree career program, and is an assured, competent young woman."



"**Bob Smith** was known in his neighborhood as a friendly, good kid. He had drifted out of school, had no work experience, no salable skill, and no plan for self improvement. NYC-2 got him interested in the college program for dropouts. After two semesters he has found that he has aptitude and high interest in data processing. He is enrolled in the college's two year program in data processing that leads to a wide variety of career openings in this growing field. Prospects for employment and advancement are good."

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GRADES DON'T TELL ALL

"One of my students, Judy Ross, brought me this next one. It's what she understood her grief to be. She hasn't tried to write anything fancy; she didn't want a bunch of fake school stuff for this moment. She just opened herself up and put down what a particular moment meant to her, her definition.

O, my daughter lies dead in the night, and I watch her
Her corpse must be guarded from vandals and thieves
The moonlight brings ghosts to her side, and I watch her.
The Devil lurks there in a bank of black leaves
Watching my daughter, and I watch the Devil,
Knowing my soul is the corpse that he seeks.
My daughter lies dead, and I'm still her mother.
The moonlight shines on all,
Its water-light leaks over my face, upturned and cold.
Lifeless as I who watch,
And The Queen of Corpses,
Who watches over me.

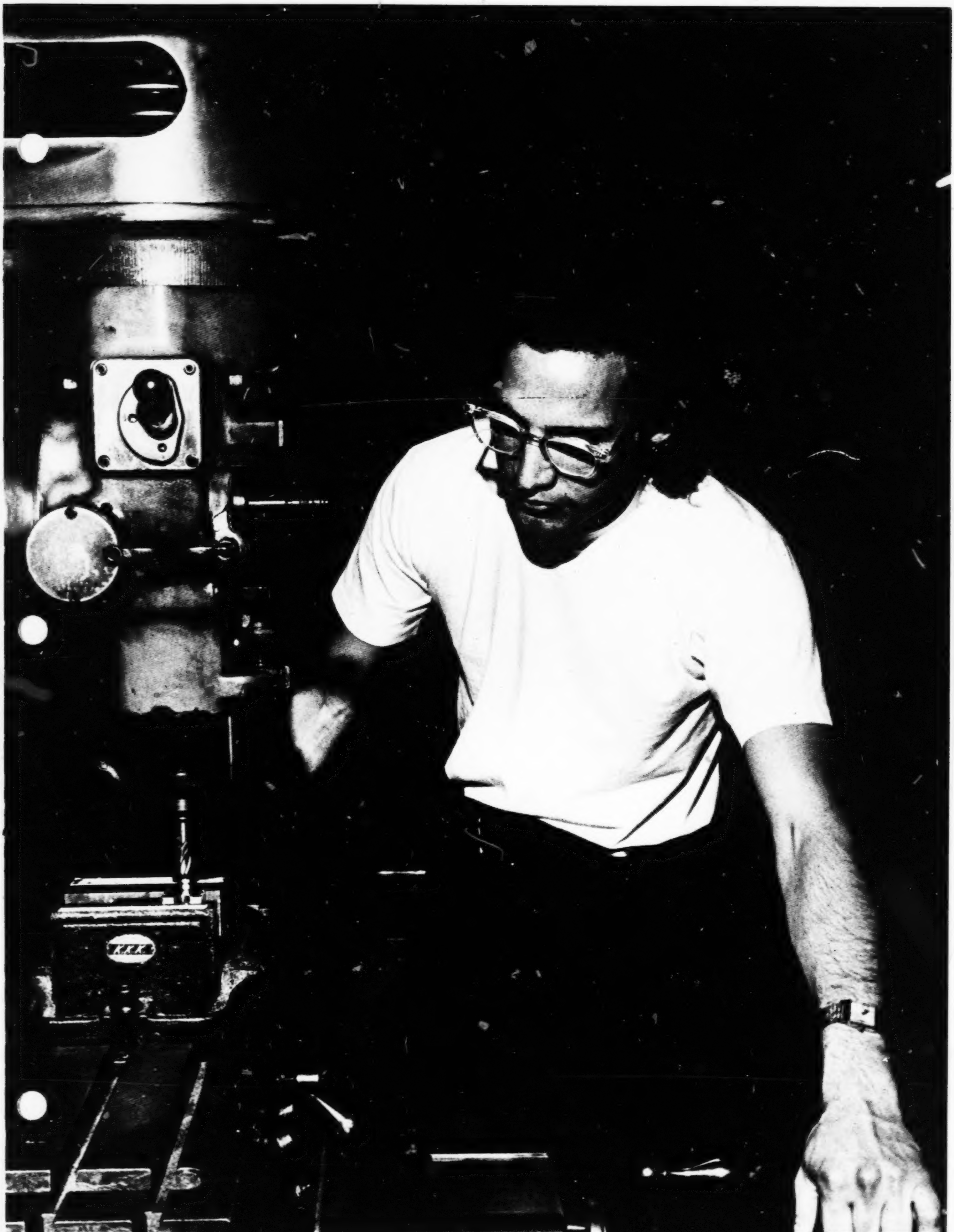
Now Judy is not a "professional" writer. In fact she's in a special program here at Forest Park for students who have dropped out of school. She's an eighteen-year old human being who went through a terrible experience and absorbed it. The big difference between her and many others is that she wrote out of herself. She was not afraid to put herself down on paper for somebody else to see and understand."

St. Louis Counselor

GUIDELINES

SOME TESTED BEST PRACTICES

1. RECRUITMENT: Agreement as to responsibility for informing, selecting, clearing eligibility, and initial induction of enrollees. Legal admission to the college, including agreements about utilization of credit.
2. SHARED COSTS: Agreements by U.S. Department of Labor, Neighborhood Youth Corps sponsor, and the college, as to fiscal responsibilities for meeting costs.
3. PERSONAL CONTACT: Information about the NYC program can be given in group meetings or in writing, but it is important that actual identification and selection of NYC enrollees include personal face-to-face contact. The initial counseling period is an important part of the total program of individual development.
4. COLLEGE LEADERSHIP: The college as a whole must be given and must accept responsibility for leadership of the program to be conducted on its campus.
5. DIVERSIFIED COURSES: A wide offering of vocational and first level academic courses. The college schedule should reflect course offerings that make possible the meeting of individual differences in NYC enrollees.
6. ACADEMIC SUPPORT: The college courses should provide for training in reading skills, study habits skills, and other "helper courses" useful in assisting school dropouts to meet college study requirements.
7. EXPERIENCED TEACHERS: It is important that the college assign teachers with known competency in teaching unselected learners. The teachers must be acceptant of, and sympathetic to the program and must be interested in working with NYC enrollees.
8. VARIETY IN TYPE AND LEVEL OF JOBS: A college campus is a total community with many different kinds of necessary work. Identified jobs should include outdoor, indoor, mechanical, clerical, etc., and should include challenging jobs for NYC enrollees with some developed job skills as well as those with no job skill.
9. COUNSELING SERVICES: Counselor orientation toward helping enrollees with practical problems is more important than psychotherapeutic orientation. It may be that the college will need to give weight to ethnic and age consideration as well as professional qualifications in the selection of counselors. Paraprofessionals may give the most help.
10. PLANNED TUTORING: The college should anticipate that tutoring will be needed by some of the NYC enrollees and should plan tutoring services in advance.
11. ORGANIZED LEARNING CENTER: The college reading laboratory, the language laboratory and other instructional faciliteis that combine the services of experienced specialists and the facilities of modern educational technology are of special use in the conduct of an NYC program. The college should make sure that time in these facilities is made available to NYC students.
12. PLANNED EVALUATION: Plans should made to collect as much objective and subjective information (age, sex, prior grades, courses taken, attendance records, job regularity, final grades, enrollee opinions, sponsor and counselor judgments) before the project, during the project, and after completion of the project as can be obtained. It must be recognized that the NYC enrollee is frequently sensitive to comparative data. Judgment must me used in the weighting of quantitative and qualitative information.


K.K.K.

FACILITATORS	INHIBITORS
College location in or near a high poverty area.	College area has no serious poverty problems.
The ongoing NYC-2 program needs improvement.	The present NYC-2 program is adequate.
College has facilities, space, and resources for expanding services.	College resources fully extended.
College goals and educational programs include career training.	Principal college interest in academic performance of university transfer students.
College has strong experience in government training programs.	No experience or limited experience with government programs.
College oriented toward serving a wide and diverse public.	College restricts admission to selected clientele.
NYC staff and sponsor is experienced and interested in innovative programs.	NYC staff is fully occupied with maintaining present program.
NYC staff is in acceptant communication with clients, with community, and with D. O. L. representatives.	NYC staff in uncertain communication with forces that control its program.
Size of the NYC-2 program is adequate to budget some funds for purchase of services.	Limited number of NYC-2 slots curtails innovation.
Ratio of NYC staff to number of slots permits some budget for purchase of services.	NYC staff absorbs most funds for program administration.
College personnel heavily involved in community affairs.	College personnel usually involved in academic interests.
College personnel and NYC personnel are in effective communication.	College personnel and NYC personnel not yet acquainted or have communication problems.

FEASIBILITY ANALYSIS

LAWS AND REGULATIONS

Each state establishes its own regulations in regard to its community colleges and non-high school graduates. A recent national survey indicates practices which determine the design and operation of NYC-2 programs. These are questions which should be asked prior to the initiation of any NYC-2 program.

1. **Are non-grads eligible for credit classes?** The answer is overwhelmingly "YES!" Only two of the responding states said "NO."
2. **What are the conditions for their attendance?** Although the conditions vary from state to state, some patterns are evident. The most frequent requirement is that the student be at least 18 years of age. Only a few set 19 years as a minimum.
3. **Are they eligible for other services?** They definitely are eligible, almost without exception.
4. **Are the regulations the same for summer and the academic year?** All but one state said "Yes."
5. **Do these students qualify for state fiscal support?** Only one state said "No."
6. **Is the fiscal support extended to the summer as well as the academic year?** Four states either restricted fiscal support to the academic year or altered their tuition practices. The remainder of the respondents indicated no change in fiscal support for non-high school graduates in summer programs.

COSTS

Budget making starts with the determination of services. In addition to instruction and program counseling these services must include textbooks, tutoring, personal counseling, academic support classes, attendance control, payroll, and evaluation.

Some preliminary considerations in Planning Budgets:

1. Sponsors and colleges should not count on special funding for summer programs.
2. In all programs the NYC sponsor pays enrollee wages and payroll costs.
3. In all programs the community college should provide at college expense the same services for NYC enrollees that it provides for other in-district enrollees.

Some Suggested Priorities:

1. Wages for NYC enrollees.
2. Tuition for NYC enrollees.
3. Coordination and leadership for the program.
4. Tutoring and "practical problems" counseling for NYC enrollees.
5. Planned evaluation of the program.
6. Special instruction for NYC enrollees.
7. Transportation to and from the program.
8. Health services, field trips, recreation, lunches.

Each state sets its own tuition regulations. Tuition charges range from $30 to $475 per year. The average tuition is $230 per year.

ACKNOWLEDGMENTS

NYC Goes To Community College is a report of action programs currently in progress in four communities. Each program involves cooperative endeavor by the staff of a Neighborhood Youth Corps sponsor and responsible personnel in a community college. In addition to these immediately involved local personnel, each project received support from project officers and staff personnel in the Regional Offices of the U.S. Department of Labor. The work of each of the following is gratefully acknowledged:

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For continuous insightful direction and support, the contract agency responsible for coordination of the NYC-2 Goes To Community College program is especially indebted to:

Mr. Joseph Seiler, Chief, Division of Experimental Operations Research

Mr. Thad Walters, Project Officer, Office of Research and Development

Mr. Ian Pearis, Chief, Division of Work Experience.

The NYC-2 Goes to Community College program brings fresh hope to youth who have known mostly failure and lets these youth experience acceptance by one of their society's most prestigious institutions — college.

- NYC-2 enrollees can perform successfully in community college courses and training programs.
- NYC-2 enrollees gain new incentives and new capabilities by participation in community college programs.
- Community colleges and NYC-2 sponsors can combine their resources to develop quality programs for school dropouts.
- The essential ingredient in NYC-2 Goes To Community College programs is a shared will to make the programs work. Conformity to a single educational model is not necessary.
- Under some conditions, program emphasis upon keeping NYC-2 enrollees in a close "in-group" relationship for an entry term or two is a highly successful procedure.

A PROGRAM for the SEVENTIES

- Under some conditions, highly individualized programming of NYC-2 enrollees in basic education instruction works well.
- In community colleges with extensive career ladder curricula, immediate entry of NYC-2 enrollees in a career program — side by side with other college students — works well.
- Replication of NYC-2 programs involves resolution of legal regulatory obstacles, and the finding of ways for shared funding.
- Most state laws and regulations permit ways for the provision of community college services for non-high school graduates.

NYC directors are learning that the resources, the respected image, the college teachers and counselors, and the opportunity to relate as equals with other young people helps NYC enrollees to set new goals for themselves and to try harder.

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Region I - Boston

Northwestern Connecticut Community College
Park Place East
Winsted, Conn. 06098

University of Maine
Penobscot Valley Comm. College
Bangor, Maine 04401

North Shore Community College
Lynn Branch Campus Study
8 Silsbee St.,
Lynn, Mass. 01901

Bristol Community College
Fall River, Mass 02720

Lowell Technological Institute
Lowell, Mass. 01854

New Hampshire Technical Institute
Fan Road
Concord, N.H. 03301

Massachusetts Bay Community College
Watertown, Mass. 02172

Region II - New York

Atlantic Community College
Mays Landing, New Jersey 08330

Schenectady Co. Community College
Schenectady, N.Y. 12305

Brookdale Community College
Lincroft, N.Jersey 07738

Mercer County Community College
Trenton, N. Jersey 08608

Hudson Valley Community College
Troy, N. York 12180

State Univ. of New York
Agricultural & Technical College
Cobleskill, N.Y.

Burlington County College
Pemberton, New Jersey, 08068

Mohawk Valley Community College
1101 Sherman Drive
Utica, New York 13501

Fulton-Montgomery Community College
Johnstown N.Y. 12095

Middlesex County College
Edison, N.J. 08817

Bergen Community College
400 Paramus Road
Paramus, New Jersey 07652

Union College
1033 Springfield Ave.,
Cranford, New Jersey 07081

Kingsborough Community College
2001 Oriental Blvd.,
Brooklyn, N.Y. 11235

Region III - Philadelphia

Lehigh Co. Community College
2370 Main Street
Schnecksville, Pa. 18078

Community College of Philadelphia
34 So. 11th Street
Philadelphia, Penna. 19107

Keystone Jr. College (independent 2 yr. college)
La Plume, Penna. 18440

Montgomery Co. Community College
612 Fayette St.,
Conshohocken, Pa. 19428

Potomoac State College
of W. Va. University
Keyser, West Va., 16726

New River Community Collee
Drawer 1127
Dublin, Virginia 24084

Parkersburg Community College
Box 167-A
Route 5
Parkersburg, West Va. 26101

Region III - Philadelphia (cont.)

Anne Arundel Community College
Arnold, Maryland 21012

Allegany Community College
P.O. Box 870
Cumberland, Maryland 21502

Essex Community College
Baltimore County, Maryland 21237

Prince George's Community College
301 Largo Road
Largo, Maryland 20870

Hagerstown Junior College
751 Robinwood Drive
Hagerstown, Maryland 21740

Virginia Highlands Community College
Abingdon, Virginia 24210

Beaver Co. Community College
Monaca Pa. 15042

Southwest Virginia Community College
Richlands, Va. 24641

Ferrum Junior College
Ferrum, Va. 24088

Virginia Western Community College
P.O. Box 4195
Roanoke, Va. 24015

Region IV - Atlanta

S.D. Bishop State Junior College
351 N. Broad St.,
Mobile, Ala.

Jefferson State Jr. College
2601 Carson Rd.,
Birmingham, Ala. 35212

N.W. Alabama State Jr. College
Phil Campbell, Ala. 35581

Atlanta (continued)

Lurleen B. Wallace State Jr. College
Andalusia, Ala. 36420

Mobile State Junior College
351 No. Broad
Mobile, Ala. 36603

Patrick Henry State Junior College
Monroeville, Ala. 36460

Hillsborough Junior College
Tampa, Fla. 33601

North Florida Community College
Madison, Fla. 32340

St. Petersburg Jr. College
P.O. Box 13489
St. Petersburg, Fla. 33712

Dist. School Bd., Pinellas Co.
Vocational, Tech. & Adult Education
850 34th St., So.
St. Petersburg, Fla. 33712

Miami-DadeJunior College
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Miami, Fla. 33167

Macon Junior College
Macon, Ga. 31206

DeKalb College
555 N. Indian Creek Dr.,
Clarkston, Ga. 30021

Palm Beach Junior College
Lake Worth, Fla. 33460

N.W. Mississippi Junior College
Senatobia, Miss.

Meridian Junior College
5500 Highway 19 North
Meridian, Miss. 39301

Jackson County College
Gautier, Miss. 39553

Mary Holmes College
West Point, Miss. 39773

Jefferson Community College
109 E. Broadway
Louisville, Ky. 40202

Region IV - Atlanta (continued):

Alice Lloyd College
Pippa Passes, Ky. 41844

Univ. of Kentucky
Lexington Technical Institute
Lexington, Ky. 40506

Univ. of Kentucky
Ashland Community College
Ashland, Ky. 41101

State Technical Institute at Memphis
5983 Macon Cove at I-40
Memphis, Tenn. 38128

Chattanooga State Technical Institute
4501 Amnicola Highway
Chattanooga, Tenn. 37406

Southeastern Community College
Whiteville, No. Carolina 28472

Appalachian State University
Boone, North Carolina 28607

Jackson State Community College
P.O. Box 2467
Jackson, Tenn. 38301

Southwestern Technical Institute
Sylva, N. Carolina 28779

Durham Technical Institute
Durham, N. Carolina 27703

Edgecombe County Technical Institute
Tarboro, No. Carolina 27886

Southeastern Community College
P.O. Box 151
Whiteville, N. Carolina 28472

Piedmont Technical Education Center
Greenwood, S. Carolina 29646

Region V - Chicago

Kishwaukee College
Malta, Ill. 60150

Elgin Community College
1700 Spartan Drive
Elgin, Ill. 60120

Region V - Chicago (continued)

Olive-Harvey College
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Chicago, Ill. 60628

Lincoln Land Community College
3865 S. Sixth Street
Springfield, Ill. 62703

Highland Community College
511 W. Stephenson St.,
Freeport, Ill. 61032

Black Hawk College
Moline, Illinois 61265

Waubonsee Community College
P.O. Box 508
Sugar Grove, Ill. 60554

Parkland College
Champaign, Ill. 61820

Wright College
Chicago, Illinois 60634

Racine Technical Institute
800 Center Street
Racine, Wisc. 53403

N.E. Wisconsin Technical Institute
200 S. Broadway
Green Bay, Wisc. 54303

St. Clair Co. Community College
Port Huron, Mich. 48060

Oakland Community College
2900 Featherstone Rd.,
Auburn Heights, Mich. 48057

Northwestern Michigan College
Traverse City, Mich. 49684

Jackson Community College
2111 Emmons Road
Jackson, Mich. 49201

Macomb County Community College
Warren, Mich. 48093

Wayne County Community College
4611 Woodward Ave.,
Detroit, Mich. 48201

Dr. Walter Fightmaster, Provost
Southeast Campus
Oakland Community College
13200 Oak Park Blvd.,
Oak Park, Mich. 48237

Region V - Chicago (continued)

Lake Michigan College
Benton Harbor, Mich. 49022

Delta College
University Center, Mich. 48710

Columbus Technical Institute
Columbus, Ohio 43215

Vincennes University
1002 North First St.,
Vincennes, Indiana 47591

Metropolitan State Junior College
Minneapolis, Minn. 55403

Region VI - Dallas

Laredo Independent School District
Laredo, Texas

Tarrant Co. Junior College District
Fort Worth, Texas 76102

College of the Mainland
Texas City, Texas 77590

Odessa College
P.O. Box 3752, Odessa, Texas 79760

Texas Southmost College
Brownsville, Texas 78520

Northern Oklahoma College
Tonkawa, Okla. 74653

Westark Junior College
Ft. Smith, Ark. 72901

Dallas Co. Community College District
Main and Lamar
Dallas, Texas 75202

Region VII - Kansas City

North Platte Jr. College
North Platte, Nebraska 69101

Jefferson College
Hillsboro, Missouri 63050

Penn Valley Community College
Kansas City, Mo. 64111

Region VII - Kansas City, (continued)

Platte College
P.O. Box 1027
Columbus, Nebraska 68601

Merged Area VI Community College
222 West Main Street
Box 536
Marshalltown, Iowa 50158

Kirkwood Community College
Cedar Rapids, Iowa 52406

Scott Community College
627 West 2nd Street
Davenport, Iowa 52801

Forest Park Community College
5600 Oakland Ave.,
St. Louis, Mo. 63110

Florissant Valley Community College
3400 Pershall Rd.,
St. Louis, Mo. 63135

Eastern Iowa Community College District
Davenport, Iowa 52806

University of Missouri (guidelines requested for use
College of Education in teaching course "The Jr. College.")
301 Hill Hall
Columbia, Mo. 65201

Region VIII - Denver

Mesa College
Grand Junction, Colo. 81501

College of Eastern Utah
Price, Utah 84501

Lake Region Junior College
Devils Lake, No. Dakota 58301

Utah Technical College at Provo
1395 N. 150th E.
Provo, Utah 84601

El Paso Community College
2200 Bott Ave.,
Colorado Springs, Colo. 80904

Trinidad State Jr. College
Trinidad, Colo. 81082

Aims College
Greeley, Colo. 80631

Otero Junior College
La Junta, Colo. 81050

Community College of Denver
Denver, Colo. 80204

Region VIII - Denver (continued)

Laramie County Community College
1400 East College Drive
Cheyenne, Wy. 82001

Region IX - San Francisco

Santa Rosa Jr. College
1501 Mendocino Ave.,
Santa Rosa, Calif. 95401

Diablo Valley College
321 Golf Club Rd.,
Pleasant Hill, Calif. 94523

Cabrillo College
6500 Soquel Drive
Aptos, California 95003

Foothill College
11345 El Monte Rd.,
Los Altos Hills, Calif. 94022

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P.O. Box 909
Fremont, Calif. 94537

Sacramento City College
Sacramento, Calif.

County of Santa Cruz
Santa Cruz, Calif.

Yuba College
Marysville, Calif.

Honolulu Community College
Honolulu, Hawaii

Kapiolani Community College
Honolulu, Hawaii

Las Vegas Community College
Las Vegas, Nev.

Reno Community College
Reno, Nev.

Maricopa Co. Jr. College District
Phoenix, Ariz.

De Anza College
Cupertino, Calif.

Region IX - San Francisco (continued)

Gavilan College
Gilroy, Calif.

Antelope Valley College
Lancaster, Calif. 93534

Los Angeles Pierce College
Los Angeles, Calif.

Shasta College
Redding, Calif.

Grossmont College
San Diego, Calif.

Monterey Peninsula College
Monterey, Calif.

Southwestern College
Chula Vista, Calif.

Moorpark College
Moorpark, Calif.

Merced College
Merced, Calif.

Pasadena City College
Pasadena, Calif.

El Camino College
Torrance, Calif.

Los Angeles Valley College
Los Angeles, Calif.

Compton College
Compton, Calif.

Arizona Western College
Yuma, Arizona

Orange Coast College
Costa Mesa, Calif.

Fullerton Jr. College
Fullerton, Calif.

San Diego City College
San Diego, Calif.

Chaffey College
Alta Loma, Calif.

Scottsdale Community College
Scottsdale, Arizona

Allan Hancock College
Santa Maria, Calif.

Region X - Seattle

Clackamas Community College
Oregon City, Ore. 97045

Southwestern Oregon Community College
Coos Bay, Ore. 97420

Tacoma Community College
Tacoma, Wash. 98465

Highline Community College
Midway, Wash. 98031

Yakima Valley College
Yakima, Wash. 98902

Green River Community College
Auburn, Wash. 98002

Mt. Hood Community College
Gresham, Ore. 97030

Umpqua Community College
Roseburg, Ore. 97470

Lower Columbia College
Longview, Wash.

Portland Community College
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Elizabeth, N.J. 07201

Burlington Co. Community Action
311 High Street
Burlington, N.J. 08016

Mercer Co. Community Action
Council
County Courthouse
Trenton, N.J.

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Action for a Better Community, Inc.,
83 Clinton Ave. N.,
Rochester, N.Y.

NYC
Washington Street
Watertown, N.Y. 13601

Steuben County E.O.P
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Region II - New York (continued)

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Westchester Community Opportunity
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Elmsford, N.Y. 10523

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Room 72
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Albany, N.Y.

Tompkins Cortland Co.
Opportunity for Courtland Co., Inc.,
133 Homer Ave.,
Cortland, N.Y.

Washington Co. E.O. Council
2 Maple St.,
Hudson Falls, N.Y. 12839

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Warren, Pa. 16365

Educational Programs
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Pittsburgh, Pa. 15259

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Total Action Against Poverty in Roanoke
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Community Action Organization, Inc. NYC
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Dade County School Board
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DeKalb County Courthouse
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DeKalb Co. Bd. of Education
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Clay Co. Bd. of Education
Manchester, Ky. 40962

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Louisville, Ky. 40208

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Project Director, NYC
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Salisbury-Rowan Community Service
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Salisbury, N.C. 28144

NYC Experiment in Self-Reliance,
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Mr. Clarence Falls
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Mr. John Summerous
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Mr. John Wilson
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Mrs. Sharon Shook
Mountain Projects Inc.,
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Mr. McCluey Hewett
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115 Red Cross St.,
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Mr. Albert Huey
Operation Breakthrough Inc.,
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Mrs. Sue Westfall
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329½ N. Main St.,
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1616 Richland St.,
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189 Worley St.,
Florence S.C. 29501

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NYC
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105 E. Front Street
Monroe, Mich. 48161

Urban League of Greater Muskegon
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NYC - County of St. Clair
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Central Wisconsin Community Action
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211 Wisconsin Ave.,
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Siouxland Opportunity, Inc.,
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215 15th Street S.E.,
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Neighborhood Youth Corps
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Calvin Polk
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